

CA4 ON HBL W26 A35
1988, JANUARY - JUNE
URBAN/MUNICIPAL
CA4 ON HBL W26
A35

JANUARY - JUNE 1988

AGENDA OF THE OPERATIONS
MANAGEMENT COMMITTEE OF THE
BOARD OF EDUCATION FOR THE
CITY OF HAMILTON

this committee was
previously known as the
EDUCATION MANAGEMENT
COMMITTEE (CA4ONHBLW26A35)

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 01 12

CA4 ON HBL W26
Ø65
1988

URBAN MUNICIPAL

JAN 12 1988

Confirmation of the minutes of the last regular meeting.

GENERAL

GOVERNMENT DOCUMENTS

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re: Alternative Education Program (deferred from November meeting - 1987 11 10).

NEW BUSINESS:

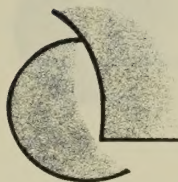
1. Recommendations of the Director of Education.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Solicitor Fees - 1987.
5. Membership Fees - 1987 - C. E. A. - \$2,747.36 - pages 1 & 2.
O.E.R.C. - \$ 650.00 - pages 3 & 4.
6. Hamilton Board of Education's Share of Fees for By-Election held on 1987 11 17 - page 5.
7. Correspondence from A.L.S.B.O. re: Proposed Changes to Copyright Law - pages 6 & 7.
8. Correspondence from Canadian Council on Smoking and Health - re: Bill C-51, "The Tobacco Product Control Act" - pages 8 & 9.
9. Correspondence from Canadian School Trustees' Association re: Proposed Federal Tax Reform - pages 10 & 11.
10. Secondary School Trust Fund Awards - pages 12-18.
11. Partnerships in Education - Adopt A School - pages 19-28.
12. Research Proposal: Changes in Educational and Occupational Aspirations by Students - page 29.
13. Report re: AIDS Education and the Position of Health Consultant - pages 30 & 31.
14. Request re: Adult Continuing Education - pages 32 & 33.
15. Report of the Communications Advisory Committee - pages 34-39.
16. Report of the Special Education Advisory Committee - pages 40 & 41.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - pages 42 & 43.
2. Compensatory Education - pages 44-49.

**CANADIAN
EDUCATION
ASSOCIATION**



**ASSOCIATION
CANADIENNE
D'ÉDUCATION**

December 11, 1987

Mr. Arnold J. Krever,
Director of Education
Hamilton Board of Education
P.O. Box 558
Hamilton, Ontario
L8N 3L1

DEC 13 1987

Dear Mr. Krever:

We hope that throughout 1987 you have been pleased with the publications and services you received as a CEA Information Service Board. Certainly, we at the Canadian Education Association appreciate your support and are eager to maintain it.

Subscriptions to the Information Service are based on the calendar year and your 1987 subscription ends December 31. Since CEA's useful publications keep busy educators like you up-to-date about news, trends and issues in education, we believe you will want to continue receiving them without interruption. As an Information Service Board, you benefit as well from discounts on CEA seminars and publications and you have priority service to our information resources.

The fee for 1988 is 7¢ per pupil (minimum fee of \$250.00 for school boards with an enrolment of fewer than 3,600 pupils).

Belonging to CEA's Information Service is good value for your money. In January alone you will receive five free copies of the 1988 CEA Handbook -- a regular value of \$120 at the special pre-publication price, and \$145 at the regular price!

Our 1988 publishing program includes a number of interesting topics: Federal Involvement in Public Education, as well as a report on programs and services offered to women by school boards, and a practical report on how school boards give recognition to staff and how they foster a climate that enhances human relations. We will also produce an information note on how departments and ministries of education are using technology so that students, regardless of where they live, can have access to a full range of education programs, and another on school board policies and practices regarding the promotion of elementary students from one grade to the next. Also scheduled is a practical report on education and the media which will offer helpful hints on how school boards can better deal with journalists and with issues of interest to the public.

....2



ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES



December 22, 1987

R. Van Horne, Chairperson
Hamilton Board of Education
Box 558
Hamilton, Ontario
L8N 3L1

Dear Sir or Madam:

I note with pleasure that your Board has been a sustaining member of the Ontario Educational Research Council/Conseil ontarien de recherches pédagogiques. The Executive and Board of Directors (see list enclosed) thank you for your past support and trust that your Board will once again wish to renew its sustaining membership for 1988. It is the support which member boards give our Council that enables us to carry on our activities.

The main purpose of OERC/CORP, which is now in its 30th year, is to promote classroom research through grants-in-aid to individual teachers, and to help teachers to become aware of the significance of research through our annual December conference and quarterly newsletter. Our function, then, is not so much to promote long-range or fundamental research, as to help in the design and implementation of work that has an immediate practical value to teachers in their everyday work.

Keeping this purpose in mind, the Council is developing a series publication dealing with current issues in research as they apply to teachers in Ontario. The first topic in the series is "MATH 4 GIRLS", which deals with (a) the international picture; (b) the philosophical/ethical questions; (c) what teachers' federations have done and a "how to" section; and (d) the achievement and performance of girls as compared to boys. The next monograph will deal with "French Immersion", with articles written in both French and English. These publications will be offered for sale and are intended to be a profit-making venture; however, all members of OERC will receive at least one free copy of each title, with additional copies offered at a reduced rate.

Our activities, in brief, include: (see also the enclosed "Report of the President 1987" for more detailed explanation)

- annual conference
- Reporting Classroom Research/compte rendu de recherches pédagogiques - our quarterly newsletter, distributed free of charge to all Ontario schools
- grants-in-aid-of-research
- R.W.B. Jackson Award of Merit for Classroom Research
- making available copies of research papers presented at our annual conference.



E. A. SIMPSON
CITY CLERK

K. E. AVERY
DEPUTY CITY CLERK

CITY HALL
HAMILTON, ONTARIO
L8N 3T4

THE CORPORATION OF THE CITY OF HAMILTON

OFFICE OF THE CITY CLERK

1987 December 14

DEC 17 1987

Mr. J. Penner
Secretary-Treasurer & Business
Administrator
Hamilton Board of Education
100 Main Street West
HAMILTON, Ontario
L8N 3L1

Dear Sir:

We have now completed our accounting for the Ward 3 and Ward 5 By-Elections held on November 17, 1987 and the Board of Education's share of the total cost is 49.4% or \$39,675.87.

For your information, every effort was made to keep the cost to a minimum as the above figure reflects.

Please forward your cheque, payable to the City Treasurer, to the attention of the undersigned.

Yours truly,

E. A. Simpson, City Clerk &
Returning Officer

EAS/SGH/mg

Association of
**LARGE
 SCHOOL
 BOARDS**
 in Ontario



252 BLOOR STREET WEST, SUITE 12-205, TORONTO, ONTARIO M5S 1V5 TEL. (416) 922-4858

Memo

October 13, 1987.

To: ALSBO Member Board Chairpersons - ACTION REQUESTED

c.c. ALSBO Executive
 ALSBO Trustee Lobbyists
 ALSBO Legislation & Finance Committee members
 ALSBO Directors of Education

From: Fiona Nelson, ALSBO President

Re: Proposed changes to the Copyright law

On the initiative of ALSBO, the Ontario School Trustees' Council has submitted a brief to the House of Commons committee dealing with Bill C-60 and has asked for the opportunity to appear as witnesses. The brief, copy attached, represents a common position on behalf of the Ontario community of elementary and secondary school educators. It was prepared on a rush basis to satisfy the October 2 deadline set by the Commons committee.

Bill C-60 could have serious consequences, financial and administrative, for Ontario school boards with resulting negative effects on students. The best available estimate is that Ontario school boards will face a new annual cost of approximately \$10-million for the right to photocopy copyrighted print materials for instructional purposes. This is based on a proposed royalty of 5 cents a page. This estimate was made by the management consulting firm, Thorne, Stevenson and Kellogg, in a study for the book publishing industry published in October, 1986.

This cost estimate does not include other new costs for the right to use audio-visual copyrighted materials and computer software copyrighted materials.

Our brief (and a direct letter to the Minister responsible, the Hon. Flora Macdonald) asks the Government of Canada not to proceed to Third Reading of this Bill in the House of Commons at least until the Government has disclosed publicly the other copyright amendments it intends to introduce dealing with any exemptions for educational purposes. The problem with Bill C-60 is that it makes it easier for copyright owners to advance their interests without addressing the interests of users (i.e. students) of copyrighted materials.

We need the active support of your board in this lobby campaign. Would you please ask your Board to consider the following actions:

- o adopt a resolution supporting our brief,
- o write to the Government of Canada and the House of Commons committee expressing that support,
- o write to the Members of Parliament from your jurisdiction expressing concern and supporting the brief, and
- o share copies of your resolution and correspondence with ALSBO.

Other trustee organizations in Ontario and across Canada are asking their member boards to take similar action. The Council of Ministers of Education, Canada has written to Miss Macdonald with the same request.

Trustee Sheila Churchmuck of Scarborough and ALSBO Director of Government Relations John Adams led the preparation of the brief by a working group representing trustees, teachers and board administrators. This topic was discussed at the ALSBO Legislation & Finance Committee on September 19 and at the ALSBO Executive on October 2.

For background, please find enclosed a copy of the following:

- o the OSTC - OTF - OAEAD brief,
- o Scarborough Board resolution adopted at the 1987 ALSBO Annual General Meeting,
- o minute of the OSTC Council decision,
- o one page of information about the Legislative Committee on Bill C-60,
- o a letter to the editor of the Globe and Mail on behalf of public libraries who are also affected by this Bill, and
- o the CSTA brief.

Thank you for your attention to this important subject.

Fin Ne



**canadian council on smoking and health
conseil canadien sur le tabagisme et la santé**

725 churchill avenue, ottawa, ontario k1z 5g7 (613) 722-3419

I understand that legislation is before Parliament to ban tobacco advertising and promotion.

I urge you to support speedy passage. Please do not allow the tobacco lobby to delay or weaken this vital legislation. The lives of Canadians are at stake.

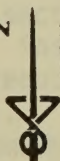
(print name)

(address)

Comments (if any) and signature:

*In memory of 35,000 Canadians who died from tobacco related diseases
in the last 12 months.*

CANADIAN
CANCER
SOCIETY



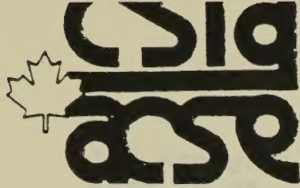
SOCIÉTÉ
CANADIENNE
DU CANCER

Franked Mail
No Postage Required

Member of Parliament

House of Commons
Ottawa, Ontario
K1A 0A6

First Class



CANADIAN SCHOOL TRUSTEES' ASSOCIATION
L'ASSOCIATION CANADIENNE DE SYNDICS DES ECOLES

124 O'Connor Street, Suite 505, Ottawa, Ontario K1P 5M8
Telephone (613) 235-3724

1987 12 03

The Honourable Michael Wilson
Minister of Finance
Room 515-S
House of Commons
Ottawa, Ontario
K1A 0A6

Dear Mr. Wilson:

The educational community in Canada plays an essential role in the social and economic development of the country. Schools, colleges and universities prepare Canadians to be informed and productive citizens in an increasingly complex society where highly educated and skilled individuals and the development of knowledge will be primary factors for the future of Canada.

All levels of education are concerned at the possible deleterious efforts of tax reform on the ability of our educational institutions to fulfil their mandates. Education is important in this country. A large segment of society would agree that education must be at the very top of the priority list of the federal and provincial governments. Demands on these institutions are steadily increasing, but their levels of support have been continuously eroded since the early 1970s. It is essential, therefore, that the educational community in Canada not face additional costs as a result of fiscal reform, be it in the form of a national sales tax, a business transfer tax, or a value-added tax.

If a national sales tax or value-added tax were to be imposed on the educational sector, it would create an effective transfer of funds from educational institutions to the federal government. This would therefore reduce the net value of governmental grants to these institutions. This seems to us to be counterproductive, particularly when many commentators are calling for an improved educational system so that our citizens can meet the challenges that will be created by freer trade arrangements.

.../2

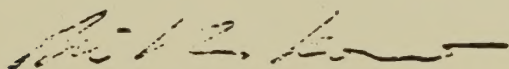
The Honourable Michael Wilson
1987 12 03
Page two

We submit that the two levels of government must find a way to ensure that the educational community as a whole is not negatively affected by federal tax reform. For school boards, the proposed extension of federal sales tax to 100 percent on goods and services purchased is an unrealistic expectation of what the local ratepayers can and will bear. As you are aware, Mr. Minister, the provincial governments' share of the costs of elementary-secondary education has decreased dramatically across Canada. The burden of increased sales tax will have to fall on the local property tax levy since school boards have no other source from which to make up the shortfall in provincial funding. Communities in Canada would not support an increase by education authorities in local property tax rates to cover the additional costs of federal sales tax.

There is a precedent in the Excise Tax Act for the need to apply special status to certain institutions. While there may be other institutions that would apply for special status, the identification of education and health organizations in Sections 12 and 13 of Part III of Schedule III might serve as a logical precedent to be applied to the national sales tax.

We trust that this submission will be of assistance in the deliberations between the federal and provincial governments on the subject of a national sales tax.

Sincerely,



William Kent
President

cc: Canadian Association of University Teachers
Association of Canadian Community Colleges
Canadian Federation of Students
Canadian Teachers' Federation
Association of Universities and Colleges of Canada

100 Main Street West
Hamilton, Ontario L8N 3L1
1987 12 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present for your consideration the following recommendations of the Associate Superintendent of Curriculum and Special Services with regard to Trust Fund Awards.

Respectfully submitted,

A. J. Krever
Director of Education
and Secretary

rm

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1987

ANNIE DORA NEEDLE AWARD

An award to a student in each of three Hamilton secondary schools who has ranked highest in proficiency in **ENGLISH** and **HISTORY** in the final marks of his/her Grade 12 (Year 4).

<u>Student</u>	<u>School</u>	<u>English</u>	<u>History</u>
SENNEMA, Gregory	Hill Park S.S.	ENG4A - 75%	NPW4G - 98%
DEHAL, Margaret	Sir John A. Macdonald S.S.	ENG4A - 75%	NPW4G - 86%
SILVA, Dina	Sir Allan MacNab	ENG4A - 97%	HWO4A - 84%

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1987

BUCHAN MEDAL AWARD

(Proficiency in Grade 13 Latin and English)

CAMERON FERRONI

-

SHERWOOD SECONDARY SCHOOL

Grade 13 Marks:	Latin LCL5A	97
	English ENG5A	83
	Chemistry SCH5A	95
	Physics SPH5A	98
	Mathematics (Relations & Functions) MRF5A	99
	Mathematics (Calculus) MCA5A	98
	Mathematics (Algebra) MAL5A	98

AVERAGE - 95.6%

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1987

THE LAWRENCE MUNRO SCHOLARSHIP

This Scholarship is to be awarded to a male secondary school graduate with the highest Grade 13 standing entering Architecture in any Canadian university. If there is no applicant in Architecture, the Award will be used to assist an applicant in Engineering meeting the same requirements as those for Architecture.

NAME: HEATON, Darrin

SCHOOL: Westdale Secondary School

UNIVERSITY: University of Toronto

GR. 13 MARKS: Mathematics Relations & Functions MRF5A - 88

Mathematics Calculus MCA5A - 90

Physics SPH5A - 91

French FSFOA - 81

English ENG5A - 75

AVERAGE - 86.3%

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1987

AWARDS PERTAINING TO

SIR JOHN A. MACDONALD SECONDARY SCHOOL

1. ART SCHOOL TRUST FUND

- (a) Art: First Prize Lisa Spisak
 Second Prize Thomas Schoenholz
- (b) Drafting:
 Architectural Philip Moore
 Mechanical John Toito

2. SIR JOHN A. MACDONALD AWARD (proficiency in Metalwork)

Tuoi Nguyen

3. GEORGE R. PARKE TROPHY (Senior Championship on Sports Day)

Gary Reid

1987 12 31

The Chairman & Members

Operations &

Financial Reporting Committee

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Ladies & Gentlemen:

1987

RE: PARTNERSHIP-IN-EDUCATION -- ADOPT-A-SCHOOL**THE IDA M. ROBB MEMORIAL AWARD**

The Industry Board of this Board is a founding member, underwrote a grant for the Adopt-A-School in October of 1984 under "Innovations" funding from Employment and Immigration Canada. The purpose of the funding was to hire a full time Coordinator and Independent Evaluator for the Project. The expectation was that the "seed" funding would be sufficient to develop the Project if they wanted to maintain it.

An award of \$120 value to the outstanding student at Briarwood Vocational School in both Academic and Vocational Achievement.

Beatrice Robinson

To establish business partnerships in Hamilton-Wentworth high schools to test the value of partnerships in education concepts in exposing students to career opportunities, in offering teachers additional tools and techniques for teaching, and in providing workplace visits and interaction in the workplace which will enable youth to realistically assess the skills needed in the labour force.

During the first year of operation, the Project was primarily involved in promoting the concept and facilitating the development of partnerships within the three Boards (see attached Partnership Development Model and Partnership Program Chart).

As a result, an excellent number of concrete partnership activities occurred for the generation of a comprehensive outcome evaluation. The implementation of the activities and the corresponding evaluation of the Project outcome is planned for the second phase, which will run to the end of the 1987-88 school year. The ultimate goal of these activities is increased employability of secondary school students and, consequently a more effective transition of students from school to work or higher learning (see "Impact of the Partnerships in Education Project on Students").

With the "seed" funding coming to an end this June, the IEC will require \$15,000.00 to cover our Project Coordinator's salary and benefits to the end of December, 1988 (see attached Budget for 1987-88 and Rationale for Hiring a Program Coordinator). The recommendation from the IEC Board is that our three School Boards share the \$15,000.00 cost as follows:

Hamilton Board.....	\$7,500.00
H-W S.S. & B. Board.....	\$3,750.00
Wentworth County Board.....	\$3,750.00

1987 12 08

The Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: PARTNERSHIPS-IN-EDUCATION -- ADOPT-A-SCHOOL

The Industry Education Council (I.E.C.) of which this Board is a founding member, undertook a Partnerships-In-Education Project -- Adopt-A-School in October of 1986 under "Innovations" funding from Employment and Immigration Canada. The purpose of the funding was to hire a full time Coordinator and Independent Evaluator for the Project. The expectation was that the "seed" funding would be sufficient to develop the Project if they wanted to maintain existing partnerships and to develop new ones.

The objective of the Project was stated as follows:

To establish business and school partnerships in Hamilton-Wentworth high schools to test the value of innovative partnerships in education concepts in exposing students to career opportunities, in offering teachers additional tools and techniques for teaching, and in providing work-site visits and interaction in the workplace which will enable youth to realistically assess the skills needed in the labour force.

During the first year of operation, the Project was primarily involved in promoting the concept and facilitating the development of partnerships within the three Boards (see attached Partnership Development Model and Partnership Progress Chart).

As a result, an insufficient number of concrete partnership activities occurred for the generation of a comprehensive outcome evaluation. The implementation of the activities and the corresponding evaluation of the Project outcomes is planned for the second phase, which will run to the end of the 1987-88 school year. The ultimate goal of these activities is increased employability of secondary school students and, consequently a more effective transition of students from school to work or higher learning (see "Impact of the Partnerships in Education Project on Students").

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Hamilton Board.....	\$7,500.00
H-W.R.C.S.S.B.....	\$3,750.00
Wentworth County Board.....	\$3,750.00

A PARTNERSHIP DEVELOPMENT MODEL

RECOMMENDATION:

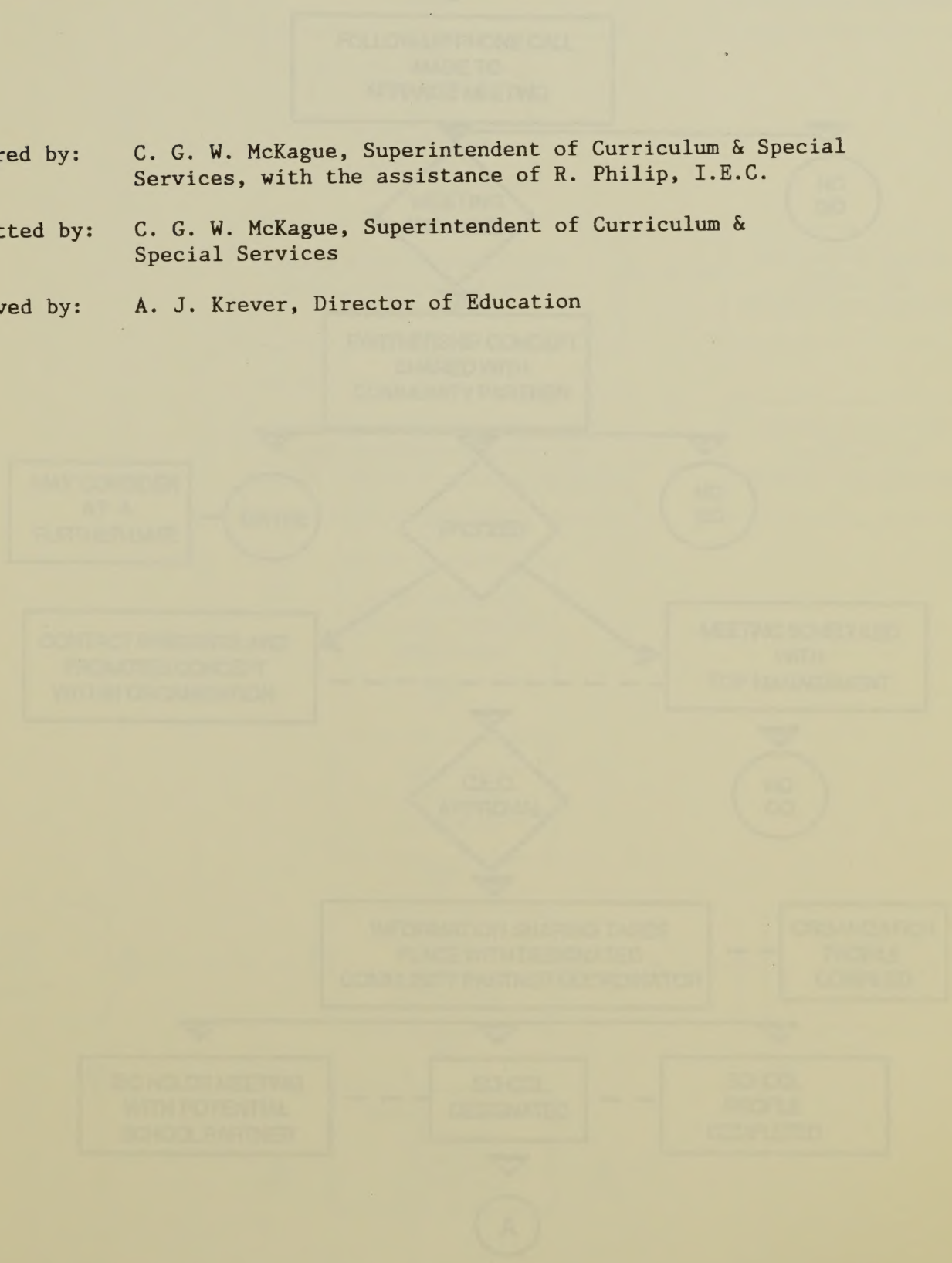
THAT THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON PROVIDE \$7,500.00 AS ITS SHARE OF THE COST OF A PROJECT COORDINATOR'S SALARY AND BENEFITS FOR THE ADOPT-A-SCHOOL PROJECT OF THE INDUSTRY EDUCATION COUNCIL, COMMENCING SEPTEMBER 1, 1988 AND ENDING DECEMBER 31, 1988.

Prepared by: C. G. W. McKague, Superintendent of Curriculum & Special Services, with the assistance of R. Philip, I.E.C.

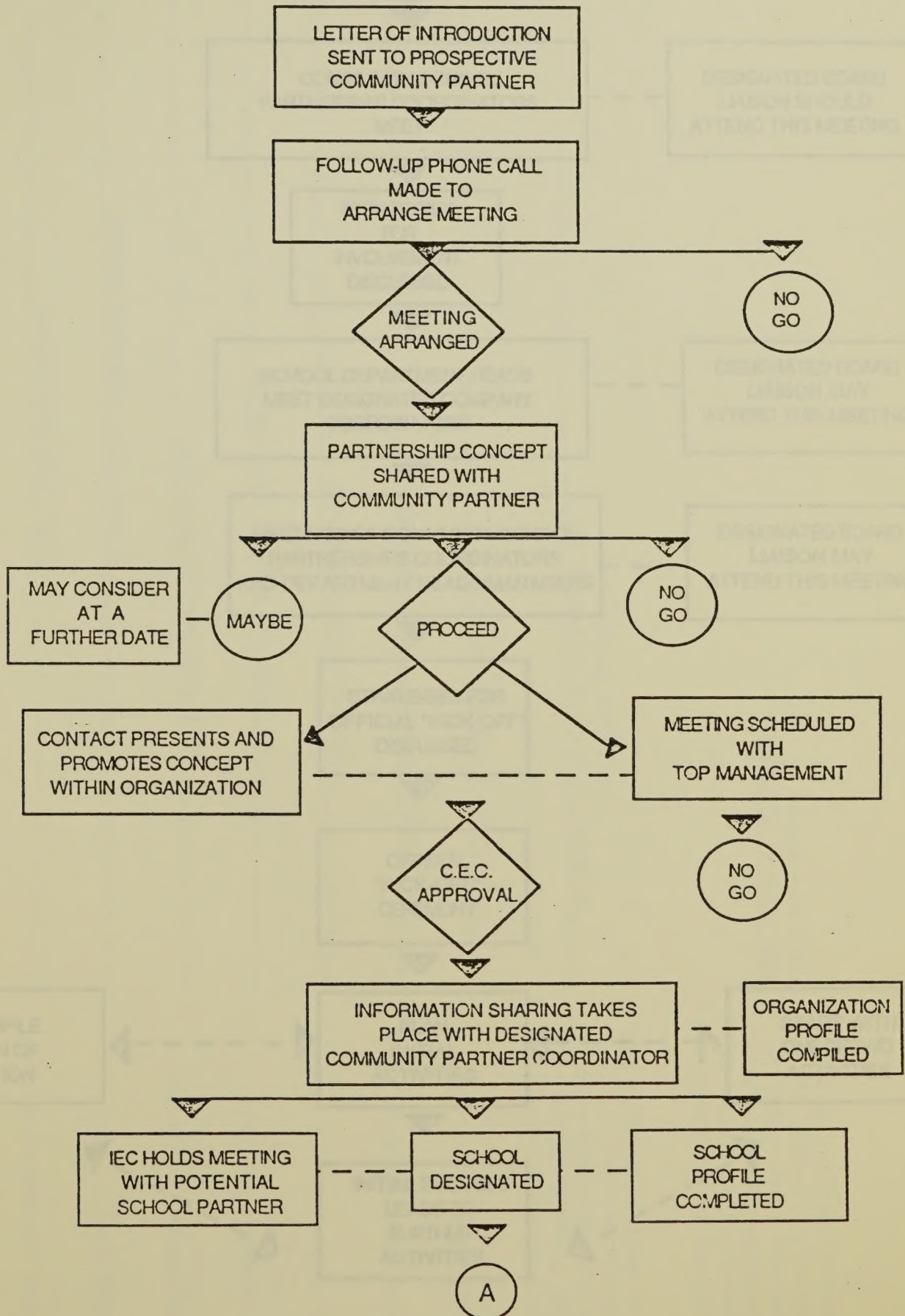
Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/md



A PARTNERSHIP DEVELOPMENT MODEL



6

A

COMMUNITY/SCHOOL
PARTNERSHIP COORDINATORS
MEET

DESIGNATED BOARD
LIAISON SHOULD
ATTEND THIS MEETING

STRATEGIES
FOR
INVOLVEMENT
DISCUSSED

7

SCHOOL DEPARTMENT HEADS
MEET DESIGNATED COMPANY
COORDINATORS

DESIGNATED BOARD
LIAISON MAY
ATTEND THIS MEETING

8

MEETINGS OF COMMUNITY/SCHOOL
PARTNERSHIPS COORDINATORS
AND DEPARTMENT HEADS/MANAGERS

DESIGNATED BOARD
LIAISON MAY
ATTEND THIS MEETING

STRATEGIES FOR
OFFICIAL "KICK-OFF"
DISCUSSED

9

OFFICIAL
"KICK-OFF"
CEREMONY

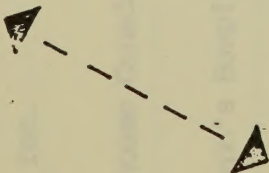
COMPILE
PLAN OF
ACTION

PLAN
INITIAL
ACTIVITIES

START WITH
ONE OF TWO
ACTIVITIES

10

INITIAL SUCCESS
LEADS TO
FURTHER
ACTIVITIES



HAMILTON-WENTWORTH'S PARTNERSHIP PROGRESS CHART

TEN STEPS TO PARTNERSHIP DEVELOPMENT

1 2 3 4 5 6 7 8 9 10

1. Procter and Gamble Inc.

Delta Secondary School

2. Dofasco Inc.

Orchard Park Secondary School

3. Westinghouse Canada Inc.

Hill Park Secondary School

4. St. Joseph's Hospital

St. Jean de Brebeuf High School

5. E.D. Smith and Sons Ltd.

Winona Secondary School

6. Stelco (Hilton Works)

Sir Winston Churchill Secondary School

7. McMaster Hospital

St. Mary's Secondary School

8. *Amity Goodwill Industries
Royal Connaught Hotel
Hamilton-Wentworth Lung
Association **and**
W. L. Griffin Printing Ltd.

*Cathedral Girls **and** Cathedral Boy's
Secondary Schools

9. *Hamilton Entertainment and
Convention Facilities Inc.
(includes Copps Coliseum,
Hamilton Place, Hamilton
Convention Centre) **and**
Sheraton Hamilton Hotel

*Sir John A. MacDonald
Secondary School

10

9

8

7

6

5

4

3

2

1

- 2 -

10. *Mohawk College (Saltfleet Campus) and Hamilton Industrial Training Centre

Bishop Ryan
Secondary School

11. *City of Hamilton and Hamilton-Wentworth Region

Westmount Secondary
School

12. McMaster University

*3 high schools - one
from each school board
in our region

13. CUMIS

Waterdown District
High School

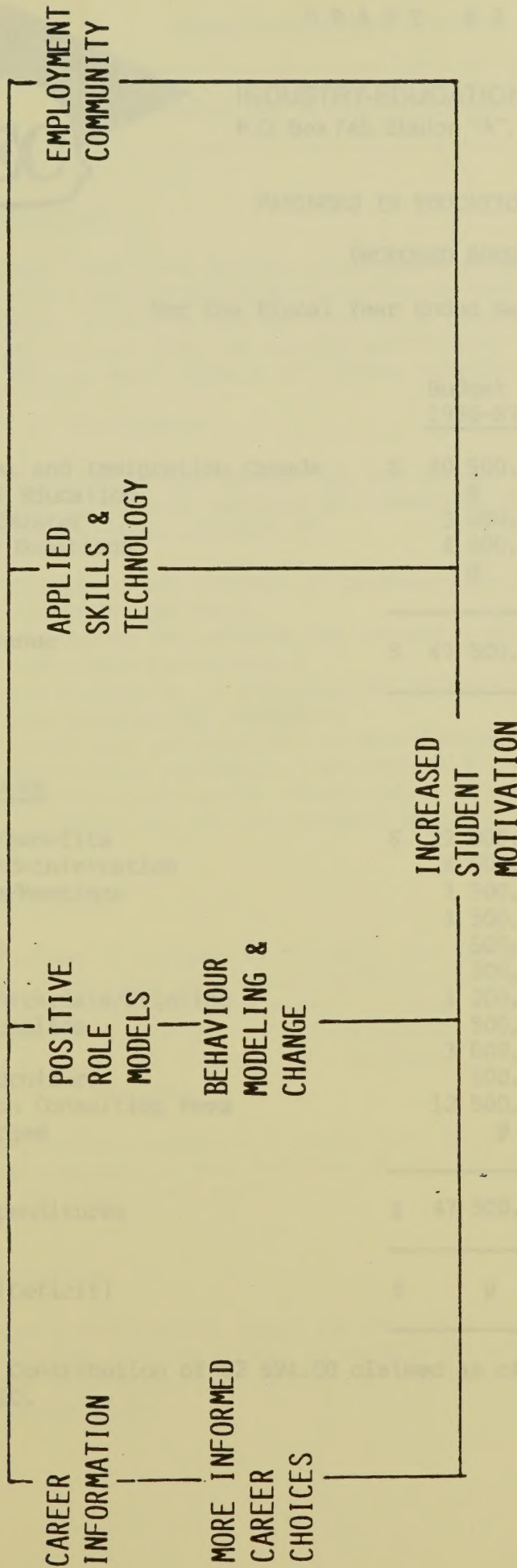
14. Stelco Wire Products

Cardinal Newman
Secondary School

*joint partnerships

IMPACT OF THE PARTNERSHIPS IN EDUCATION PROJECT ON STUDENTS

INCREASED STUDENT EXPOSURE TO



MORE EFFECTIVE TRANSITION TO WORK OR HIGHER LEARNING



INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

PARTNERS IN EDUCATION PROJECT

PROPOSED BUDGET

For the Fiscal Year Ended September 30, 1988

<u>Revenue</u>	<u>Budget</u> <u>1986-87</u>	<u>Actual</u> <u>1986-87</u>	<u>Budget</u> <u>1987-88</u>
Employment and Immigration Canada	\$ 40 500.00	\$ 39 830.00	\$ 30 000.00
Boards of Education	Ø	Ø	15 000.00
Mohawk/McMaster	3 000.00	3 000.00	3 000.00
Community Donations	4 000.00	2 238.00	4 000.00
Interest	Ø	409.00	400.00
 Total Revenue	 \$ 47 500.00	 \$ 45 477.00	 \$ 52 400.00
 <u>Expenditures</u>			
Salaries/Benefits	\$ 22 000.00	\$ 22 000.00	\$ 31 800.00
Project Administration	4 000.00	6 500.00	3 000.00
Workshops/Meetings	1 500.00	1 172.00	2 500.00
Travel	1 500.00	1 449.00	1 500.00
Telephone	500.00	465.00	400.00
Postage	300.00	329.00	300.00
Program Materials/Printing	1 200.00	2 783.00	5 000.00
Office Supplies	500.00	737.00	500.00
Rent	3 000.00	3 000.00	3 000.00
Office Furniture	500.00	230.00	Ø
Evaluation Consulting Fees	12 500.00	8 557.89	4 000.00
Bank Charges	Ø	25.00	25.00
 TOTAL Expenditures	 \$ 47 500.00	 \$ 47 017.76	 \$ 52 025.00
 Surplus (Deficit)	 \$ Ø	 \$ *(1 540.76)	 \$ 375.00

*Project Contribution of \$2 894.00 claimed as of September 30/87, but not received yet from CEIC.

PARTNERSHIPS-IN-EDUCATION PROGRAM

Rationale for Hiring a Program Coordinator

I. INTRODUCTION

In June, 1988, the Federal Government's "Innovations" funding for our Council's Partnerships-in-Education Project comes to an end. In order to continue to employ the services of a Program Coordinator for the remaining six months of 1988, we require additional funds totalling approximately \$15 000 to cover salary and fringe benefits.

II. ROLE OF COORDINATOR

In acting as a **coordinator** for the School Boards and a **broker** between individual schools and community partners, the general responsibilities consist of:

1. Promoting the concept of partnerships to schools and prospective community partners.
2. Assisting the schools and community organizations to develop profiles and needs assessments.
3. Participating in planning/implementation meetings between the schools and prospective partners.
4. Assisting partners in the development of partnership activities.
5. Monitoring partnership activities to maintain and facilitate a positive and active relationship between partners.
6. Coordinating the Partnership Advisory Council.

III. EVALUATION

According to Michael W. Pennock, the independent project evaluator, "The first year of the Partnerships-in-Education Project in Hamilton-Wentworth has met with marked success with respect to the development of viable partnerships. The developmental process is underway in all schools and half of the schools are involved, at some stage in the process, with a specific partner.

The results suggested strongly that very few of these partnerships would have occurred if the services of the Adopt-a-School program coordinator had not been available".

IV. CONCLUSION

Current discussions among the partners suggest that the Partnerships-in-Education program should be capable of addressing a wide range of outcomes which will impact the students, the teachers and the community organizations.

PARTNERSHIPS-IN-EDUCATION PROGRAM

Page 2

IV. CONCLUSION--continued

If the Industry-Education Council is to continue to **expand** the Partnerships-in-Education Program and to **maintain** the existing partnerships, it is essential that we retain the services of a full-time Program Coordinator.

V. RECOMMENDATION

That the three Regional Boards be asked to share the salary of a full-time Partnerships-in-Education Program Coordinator for the final months of 1988 at a cost of \$15 000.

100 Main Street West
Hamilton, Ontario
1987 12 01

To the Chairman and Members
Operations Management
Hamilton Board of Education

Ladies and Gentlemen:

Re: Research Proposal:
CHANGES IN EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS BY STUDENTS

PREAMBLE

This research is an examination of students' current opinions and a comparison to opinions by students identified in a similar study in 1975 and to opinions by students in other parts of Canada.

BACKGROUND INFORMATION

Students in the Hamilton area will be interviewed by professional interviewers to determine their aspirations and employment goals. These opinions will be compared with data gathered in a similar survey in the Hamilton area in 1975. In addition, the data will be compared with students opinions from the rural parts of Nova Scotia.

Information will be obtained relative to the kinds of aspirations students have now, how these aspirations were formed and how these aspirations were translated into school program goals.

This information will be useful to school counsellors in assisting students in choosing both their school programs and in choosing their career paths.

CURRENT REQUEST

1. The Research Services Department of the Board of Education for the City of Hamilton to provide a list of approximately 1000 names from our files of potential interviewees to the study leader.
The student, as well as a parent of the student, will be interviewed by a professional interviewer.
2. No school personnel will be involved.
No school time will be involved.
The time required for generating the names list will be approximately 20 minutes.
Other than that, no central office staff will be involved.
3. Funding for this study will be provided by the Social Science and Humanities Council of Canada.

RECOMMENDATION

It is recommended that the current study by Dr. D. Looker entitled Changes in Educational and Occupational Aspirations by Students and scheduled to take place in the spring of 1988 be approved.

Prepared and submitted by: Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director of Education and Secretary

1988 01 12

The Chairman & Members
The Operations Management Committee
The Hamilton Board of Education

Ladies & Gentlemen:

RE: AIDS EDUCATION AND THE POSITION OF HEALTH CONSULTANT

BACKGROUND:

The Ministry of Education recently mandated Acquired Immune Deficiency Syndrome education in Grades 7 and 8 and in the Grade 9 or 10 compulsory credit in secondary schools. The Board of Education for the City of Hamilton also required, in addition to the above two courses, that students in senior division (Grades 11, 12 and OAC) also receive instruction on AIDS, albeit in a more concentrated time period. In so doing, the board assured that all students, before they leave school, will receive education on this disease for which there is no known cure.

THE CURRENT SITUATION:

The two compulsory units have been written and are being implemented. The teachers who are teaching these units, and their principals have been inserviced. Twelve parent groups have received presentations, guidance counsellors have received inservices as well as superintendents of schools. 700 senior students at Westdale have received AIDS instruction in 26 seminars, the groups being small enough for effective group interaction and discussion.

Regular contact has been maintained with key community resources: the medical profession, the Public Health Department,... This contact is essential as new information on AIDS comes to light.

RATIONALE:

Only one of the secondary school senior division student bodies to date has received AIDS education, a very vital, but time-consuming educational task as was evident at Westdale. Instruction at Westdale was managed by health consultant, Al Craven, supervisor Donna Calder, one or two staff members from Westdale who received special in-service, and personnel from the medical profession and the Public Health Department. The senior students in all the rest of the secondary schools must receive these seminars by June, 1988. If the task were left to personnel in these schools, the instructors would have to receive intensive in-service and their classes would need to be covered both then and while the seminars are taking place. It is proposed to keep the nucleus of the presentation team as intact as possible as it moves from school to school and to use the services of one or two of the most knowledgeable staff from each school.

- 2 -

A major concern of staff, both professional and support is their own lack of knowledge and understanding about the disease. How does one deal intelligently and with sensitivity should there in future be a student or staff member who has AIDS? It is proposed that the nucleus team also in-service all staff on the exigencies of this disease between now and the end of June. This proposed action is not unique to this Board; it is being seriously considered or implemented by many businesses and social services across North America and elsewhere.

The need is great, the experts are few.

COSTING:

The cost will be \$30,000 including fringe benefits.

RECOMMENDATION:

THAT THE POSITION OF HEALTH CONSULTANT BE EXTENDED FOR THE SECOND SEMESTER, COMMENCING 1988 02 01 AND ENDING 1988 06 30 IN ORDER TO PROVIDE LEADERSHIP IN IN-SERVICE AND INSTRUCTION IN ACQUIRED IMMUNE DEFICIENCY SYNDROME EDUCATION.

Prepared & Submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by:

A. J. Krever, Director of Education

/md

100 Main Street West
Hamilton, Ontario
1988 01 12

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Request from Jane Dobell,
Chair the Ontario Association of Continuing Education Task Force
on the Implications of the Education Amendment Act, 1986
For Adult Continuing Education

BACKGROUND INFORMATION

With the advent of Bill 30, separate school supporters were able to transfer the secondary school portion of their taxes to the separate board. This change in the Education Act has allowed regular day school students access to schools operated by public and separate boards. However, during the transition period, the right of access of adult learners to continuing education courses offered by a board to which they do not pay taxes became clouded and unclear. As a result, in some boards conflict between public and separate boards relative to adult students broke out over the questions of residency, tax support, different rates of grants and levels of subsidization.

As growing confrontation appeared unavoidable, the Honourable Sean Conway, then Minister of Education, addressed the situation in 1987 by promising to pay 100% of the estimated cost of adult continuing education for credit, Literacy and English As A Second Language programs so that the barriers to access would be removed. As a result, our rate of grant was increased from \$1100 per full time equivalent student to \$1900.

Since these costs were arrived at on the basis of "estimate", it was necessary to promote a further means to investigate actual or true program costs. Subsequently, the Ministry of Education supported the two following initiatives to study the actual costs incurred by Boards for Adult Continuing Education Programs.

- The Ontario Association for Continuing Education's Task Force which included school trustees from five provincial associations of school trustees.

and

- The funding of Professor Stephen Lawton and Lisbeth Donaldson's study - The Cost of Adult Continuing Education in Ontario (study was conducted on behalf of the Ministry of Education by the Ontario Association of Education Administrative Officials).

FINDINGS

Many of the OACE TASK FORCE recommendations were substantiated by the Lawton-Donaldson report and the TASK FORCE is now incorporating into its major report a number of additional recommendations which surfaced during the Lawton-Donaldson research.

THE REQUEST

Both studies support the fact that \$1900 (per full time equivalent) provincial grant does not appear to meet the full cost of Adult Continuing Education programs. The studies are recommending that the figure for 1988 should be \$3,075 (FTE) if the government is to fulfill its pledge of a 100% program funding and that no Board would suffer from the new arrangement.

Mrs. Dobell has written to the chairpersons of ALSBO Boards and asked that the Board write to the Minister of Education, the Honourable Chris Ward, and strongly support a recommendation that would increase the rate of grant from \$1900 to \$3075 for the year 1988.

Administration would, of course, support such a request and would recommend the following:

That the Board of Education for the City of Hamilton support the recommendation of the OACE TASK FORCE that promotes the increase of the provincial grants to \$3075 for full time equivalent adult continuing education students and that the Board convey its support for this recommendation to the Minister of Education.

Prepared and submitted by: Peter S. Beveridge
Superintendent of Curriculum and Special &
Educational Services (Designate)

Approved by: A. J. Krever
Director of Education and Secretary

rm

REPORT OF THE
COMMUNICATIONS ADVISORY COMMITTEE

Present: Mrs. Mary Caye Clarke (Chairman);
Trustees Rogers, Webb and Van Horne.

Officials Present: Mr. A. J. Krever (Director of Education and Secretary)
Mr. F. Neumann (Administrative Assistant to the Director)
Mr. N. Forster (Information Officer)
Mr. G. Gibson (Media Services Consultant)
Mr. P. Piche (Media Services - Video Production Technician)

The Committee recommends:

GENERAL

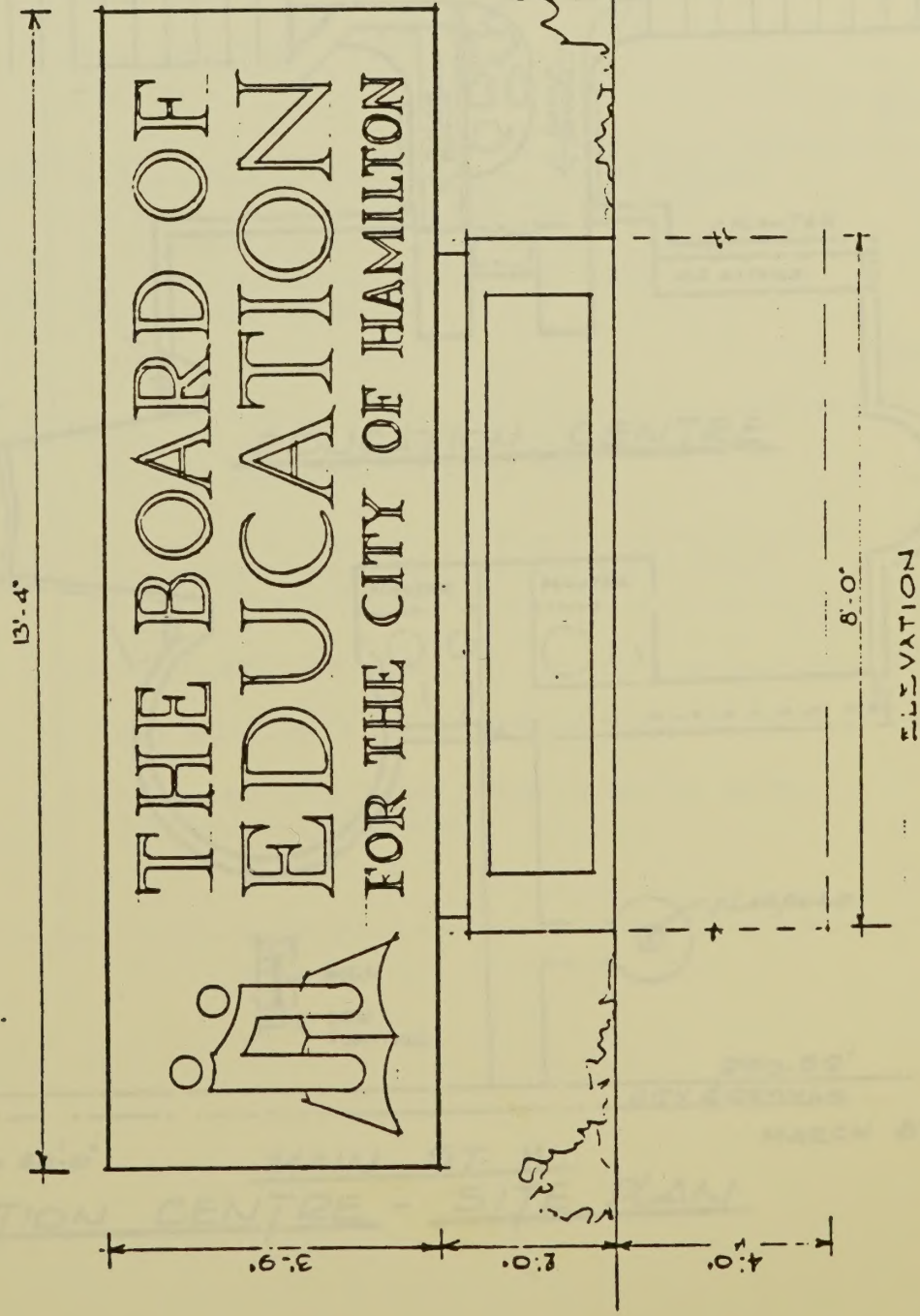
- (a) That the Board of Education for the City of Hamilton co-operate with Cable 14 Television and approve the proposal for developing and producing educational television programs to be shown on Cable 14 Community Television, commencing January, 1988.
- (b) That a sign measuring 13'4" long and 5'9" high be placed in front of the Education Centre bearing the Board of Education logo and the words "The Board of Education for the City of Hamilton" at an approximate cost of \$12,000.
- (c) That the proposed 1988 budget for the Communications Advisory Committee in the amount of \$130,500 be approved.

Respectfully submitted,

Mary Caye Clarke,

Chairman.

Committee Room,
1987 11 16.



BAY ST. S.

CITY SIDEWALK

182.0'±

ATTENDANTS HUT

LIGHT STANDARD

LIGHT STANDARD

RAMP DOWN

RAMP DOWN

PLANTER

AIR INTAKE

472.12'

EDUCATION CENTRE

PLANTER

PLANTER

SIGN
LOW PLANTING

FLAGPOLE

290.52'

CITY SIDEWALK

SCALE: 1" = 40'-0"

MAIN ST. W.

MARCH 87

EDUCATION CENTRE - SITE PLAN

- 2 -

ITEM	1987 BUDGET	1987 EXPENDITURES TO DATE AND ESTIMATES TO END OF DECEMBER, 1987	1988 BUDGET REQUIREMENT
LOGO DEVELOPMENT	\$ 6,000	- Logo pins (1,250 @ \$1.61).....\$ 2,000 - Logo repro. sheets for schools, plaques, for Oct. 15 Board presentation, etc.....\$ 400 - logo name badges being developed.....\$ 100 - 2,500 more pins needed.....\$ 4,025 - Much being implemented at no extra cost via Purchasing..... - (Token gifts, pins, etc., bearing logo should be developed for visitors, long-term volunteers and others) \$ 6,525	\$ 5,000
LAWN SIGN		- (Lawn sign as proposed by Communications Advisory Committee) \$12,000	\$ 12,000
BOARD VEHICLE SIGNS	\$ 4,400	- Two produced to date in 1987 @975 - "We're Proud of our Students" and "Come Learn With Us" (one more coming).....\$ 3,000 - (Four to be produced in 1988) \$ 3,000	\$ 4,000
PRINT COMMUNICATIONS	\$ 30,000	- Information Sheets.....\$ 5,000 - Director's Annual Report.....\$ 9,500 - Brochures - Welcome.....\$ 1,200 - SEAC, etc (more SEAC brochures: \$1,000).....\$ 1,300 - Presentation Folders.....\$ 1,400 - Telephone Directory.....\$ 1,377 - "Come Learn With Us".....\$11,294 - (Considering a combined effort for summer 1988 involving Continuing Ed., Adults in Day School, School-year Calendar, transportation routes, etc. Cost would be approx. \$20,000 for 100,000 of 16 pages delivered. Continuing Education Department to share cost. Net additional of \$5,000)..... \$31,071	\$ 30,000 \$ 5,000 \$ 35,000
PHOTOGRAPHY	\$ 4,000	- Photography for staff recognition displays, school newsletter mastheads, School Team staff newsletter, business portraits of trustees, officials, etc. To date, approx. \$3,000 spent - (Updated photos of trustees and officials needed) \$ 3,000	\$ 4,000

* Permanent Improvement - capital budget item included via Buildings Department

ITEM	1987 BUDGET	1987 EXPENDITURES TO DATE AND ESTIMATES TO END OF DECEMBER, 1987	1988 BUDGET REQUIREMENT
NETWORKING	\$ 1,000	- None spent to date? - (Proposed 1988 information program for realators)	\$ 2,000
SPEAKERS' BUREAU	\$ 1,000	- \$600 spent to produce 2,000 copies of brochure in 1987 and approx. \$54.75 spent on speaker reimbursements to date. - (Estimated 1988 printing and reimbursements \$1,000) - (Need for more advertising on various media in 1988 \$1,000)	\$ 2,000 \$ 660 \$ 2,000
OUTREACH	\$ 1,800	- Corporate Challenge and Cancer Ride.....\$ 1,700 - (Logo flags for bikes in 1988 Cancer Ride \$300) - Other	\$ 2,000 \$ 1,700 \$ 2,000
PROGRAMS TO MEET EMERGING MARKETS		- Seniors (Gold Card Program)	\$ 1,000
SCHOOL-BASED PR ACTIVITIES	\$ 8,000	- Approx. \$7,541 spent to date	\$ 7,541 \$ 10,000
STAFF INVOLVEMENT ACTIVITIES	\$ 1,000	- materials for school PR representatives, in-service, etc.....	\$ 1,000
INFORMATION DISPLAY RACK	\$20,000	- Production and installation of 62 24"x44" Information Display Racks will consume the entire 1987 budget. - (Approx. \$8,000 more will be needed to completely outfit the system in 1988)	 \$20,000 \$ 8,000
EVALUATION		- (Telephone surveys and other measurement techniques to be developed in 1988)	\$ 2,000
TOTALS	\$134,500		(\$119,793) \$ 130,500

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustee Desmarais; Mesdames Knol, Tilbury, and Oommen;
Drs. Jacobs and Brennan.

Also Present: P. Beveridge (Associate Superintendent of Curriculum & Special Services)
R. Adams (Supervisor, Special Education)
D. Kelterborn (Administrative Officer - Business Services)
C. Pryor (Supervisor, Psychological Services)

The Committee recommends:

GENERAL

- (a) That a letter be forwarded to the Honourable Chris Ward on behalf of the Special Education Advisory Committee to express concern over proposed changes to Regulation 262 affecting the psychological assessment completed within Boards of Education as presented.

Respectfully submitted,

Judith Bishop,
Chairman.

Meeting Room,
1987 11 25.

True copy.

Director of Education
and Secretary

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY



100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

1987 11 24

The Honourable Chris Ward
Minister of Education
22nd Floor, Mowat Block
900 Bay Street, Queen's Park
Toronto, Ontario M7A 1L2

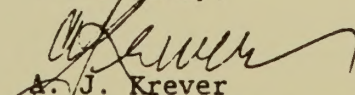
Dear Mr. Minister:

I am writing on behalf of the Special Education Advisory Committee of the Hamilton Board of Education to express concern over proposed changes to Regulation 262. This regulation will affect psychological assessments completed within Boards of Education.

Section 1(f) of the present regulation defines an "individual psychological examination" as a "test of a pupil's intelligence or personality administered to one pupil by an examiner". Your Ministry is currently considering deletion of the clause above and removal of the term "psychological examination" from Section 12.3.(i). Such deletions will remove the obligation of Boards of Education to use Psychologists to supervise or administer tests. It is our belief that this will result in a reduction of the quality of service to the school population.

Psychologists operate within legislation which is designed to ensure adequate training and appropriate clinical/educational practices. Failure to use such professionals will result in an unprotected system. Accordingly, the Special Education Advisory Committee does not believe that the deletion of the above clause is in the best interest of students. Psychologists ensure specialized professional scrutiny of an extremely complex area; such scrutiny is the cornerstone of a fair and impartial system.

Yours truly,


A. J. Krever
Director of Education
and Secretary

rm

Board of Education,
Hamilton, Ontario,
1988 01 07.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

- (a) That the Board of Education for the City of Hamilton continue to support The Children's International Centre program with a \$6,000 grant for 1988.
- (b) That the following trip requests be approved:
 - (i) Barton, Grades 9-13, Ellicottville, N.Y., 1988 02 01 (Monday)
 - (ii) Delta, Grades 9-10, St. Donat, Quebec, 1988 02 10-13 (Wednesday to Saturday)
 - (iii) Glendale, Basketball Team, Sault Ste. Marie, 1988 02 12 (Friday)
 - (iv) Hill Park, Basketball Team, Orillia, 1988 02 05-06 (Friday to Saturday)
 - (v) Sir Allan MacNab, Grades 9-13, Mount St. Louis/Moonstone, 1988 01 14 (Thursday)
 - (vi) Sir Allan MacNab/Glendale/Sir Winston Churchill, Grades 9-10, St. Donat, Quebec, 1988 02 10-12 (Wednesday to Friday)
 - (vii) Sir Allan MacNab, Grades 9-13, Blue Mountain, Collingwood, 1988 02 25 (Thursday)
 - (viii) Sir Winston Churchill, Outdoor Education, Algonquin Park, 1988 05 25-28 (Wednesday to Saturday)
 - (ix) Westdale, Grade 13, Washington, Williamsburg, 1988 04 25-29 (Monday to Friday)
 - (x) All Secondary Schools with Alpine Race Teams, Grades 9-13, Talisman Ski Resort, 1988 02 05 (Friday)
 - (xi) Bennetto, Grades 6-8, Outdoor Education, Camp Wanakita, 1988 01 13-15 (Wednesday to Friday)
 - (xii) Chedoke, Grades 6-8, Outdoor Education, Camp Wanakita, 1988 01 26-28 (Tuesday to Thursday)

- 2 -

- (xiii) G. L. Armstrong, Grades 5-9, London, England, 1988 03 10-21 (Wednesday to Monday)
- (xiv) G. L. Armstrong, Grade 7, Midland, 1988 06 09-10 (Thursday to Friday)
- (xv) Hillcrest, Grade 8, Quebec City, Quebec, 1988 01 13-17 (Wednesday to Sunday)

Respectfully submitted,

A. J. Krever,

Director of Education
and Secretary.

*jep

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1987-12-08

To the Chairman and Members,
The Operations Management Meeting,
The Board of Education for the City of Hamilton,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

RE: COMPENSATORY EDUCATION

On 1985-12-03, a report was presented to the Education Management Committee which contained recommendations relative to:

- the identification of the fourteen schools to be designated as compensatory education schools, and the required staffing/ budgetary allocations.
- the establishment of a "Morning Nourishment Fund".
- the establishment of a professional development in-service budget.

On 1986-02-04, a second report was presented which contained a recommendation relative to the appointment of additional school social workers.

On 1986-10-22, an additional report was presented which contained three recommendations as follows:

- that the number of schools designated as compensatory education schools be seventeen in total.
- that a budget of \$5,000 be established for an in-service program designed for all personnel assigned to compensatory education schools.
- that an additional two social workers be appointed to the compensatory education schools effective 1987-09-01.

During the budget review, all recommendations were approved.

It is the purpose of this report to address the results of the recommendations and to place forward proposals for 1988.

COMPENSATORY EDUCATION SCHOOLS:

Through the board's Research Services Department, a comprehensive report was prepared which clearly noted those schools to be deemed "Compensatory Education" schools. It had been determined in the original report to the board (1984-10-10) that although middle schools would not be included in the first two phases of the operation of the compensatory education proposal, they would be addressed in phase three. The "Five Factor Study" clearly demonstrated that three of our inner-city middle schools should be included in the list of compensatory education schools. A recommendation to this effect was approved during the 1987 budget deliberations.

MORNING NOURISHMENT PROGRAM:

Reports from the schools state that the morning nourishment program has been well received. The mechanics of the program have been refined and there appears to be adequate funding to support the program. Inappropriate use of the program has been negligible and fears of any stigma associated with the receiving of nourishment have proved to be unfounded. It has been recommended strongly by our principals that this program continue. Though three additional schools were included for 1987, no increase in budgetary allocations was requested. The program has come in under budget for 1987.

PROFESSIONAL DEVELOPMENT IN-SERVICE BUDGET:

Special efforts were made in 1986 and 1987 to provide effective in-service for the principals and the teachers in our compensatory education schools. These events included the following:

- an orientation meeting for all teachers new to compensatory education.
- visits by principals to inner-city schools in other jurisdictions.
- a professional activity day devoted exclusively to compensatory schools (316 personnel involved).
- attendance by officials/principals at the Canadian Council for Inner-City Education annual conference.
- the setting up of a networking system for teachers.
- workshops, seminars.

In order to continue the momentum in 1988, it is felt that in-service should continue and, to this end, a recommendation calling for a professional development allocation will be found later in this report. It is felt that the amount of such an allocation may be reduced considerably from that of 1986.

SCHOOL SOCIAL WORKERS:

As mentioned earlier, a comprehensive report relative to the role of the school social worker was presented to the board in February, 1986. We now have seven school social workers operating in eight of our schools. It continues to be the feeling of the principals that they are now able to move toward a more proactive, preventive mode of action within their school community. The combination of a resident social worker, an Adjustment Services Counsellor and a Public Health Nurse has created an effective team approach to deal with severe problems at a much deeper level. Crises and concerns are being addressed more quickly and more effectively and resources are being utilized in a more systematic and efficient manner. Further, family and community response appears to be positive relative to the additional assistance being given to address very needy circumstances.

School social workers have played an integral role in the development and implementation of a child abuse prevention program at the grades 1, 2, and 3 level during the 1986-87 school year. Working with a representative of the Primary-Junior Department and classroom teachers, a pilot program was presented in two of our inner-city schools during May and June, 1987. This program involved meeting with parents prior to presenting the program, working collaboratively with the teachers and principals and evaluating the results of the endeavour. The results of this pilot will be invaluable to the deliberations of the proposed Child Abuse Prevention Curriculum.

Finally, principals note that they have been able to enlarge their community education program and state, "It is a real challenge to be involved in a project involving the services of a fully qualified school social worker whose services are absolutely essential to the needs of this school and this community".

CONCLUSION:

At this time, seventeen schools have been identified as schools in need of additional educational support and seven school social workers have been appointed.

It is, therefore, recommended:

1

that a budget of \$5,000 be established for an in-service program designed for all personnel assigned to compensatory education schools.

2.

that an additional two social workers be appointed for the compensatory education schools, effective 1988-09-01.

FINANCIAL IMPLICATIONS - SCHOOL SOCIAL WORKERS:

	1988 <u>September to December</u>	<u>Annual Cost</u>
Salaries, Employee Benefits and Travel Allowance	\$26,000	\$64,000

Prepared and Submitted by: D. Rothwell,
Area Superintendent of Education,
J. Penner,
Superintendent of Finance and Treasurer.

Approved by: A. J. Krever,
Director of Education and Secretary
of the Board.

J O B D E S C R I P T I O N : S o c i a l W o r k e r s

(Hamilton Elementary Schools)

OPERATIONAL PROCEDURE:

The social worker will be responsible to the principal of the school on a daily basis as a staff member, and also to the Adjustment Services Department who will provide ongoing casework supervision and liaison with Special Services. In-service and staff development programs will be provided by the Adjustment Services Department.

The process and use of the residential social worker will be reviewed in one year in order to examine the value to the school, staff and community.

RESPONSIBILITIES TO THE SCHOOL:

- in co-operation with the principal and staff, work with students and families as problems are identified.
- assist teachers to understand individual problems and assist in dealing with disruptive behaviour.
- assist in the early identification of problems, and develop strategies to meet identified special needs.
- act as a part of the school team (Special Education, Psychological Services, Adjustment Services, Primary Education, etc.) in order to assess and remediate inappropriate behaviour.
- act as a consultant to principal and staff regarding child growth and development and principles of good mental health.
- assist and deal with group problems and crisis intervention.

RESPONSIBILITIES TO THE STUDENT:

- to be available for intensive counselling and assistance to students to achieve satisfactory relationships in school, home and community.
- to work with groups of students where common concerns can be addressed, such as improvement of social skills, improvement of attendance patterns, etc.

Pg. 7

RESPONSIBILITIES TO THE STUDENT: (cont'd)

- to develop with teacher and student behaviour modification programs to improve classroom behaviour.

RESPONSIBILITIES TO THE FAMILY:

- to work closely with parents whose children are having serious adjustment problems at school.
- to initiate home visits, school conferences towards developing and/or improving teacher/parent relationships.
- to act as resource and advocate for parents regarding required resources and programs to assist needs of families and students.
- to be available to parents as a consultant and advocate for their concerns and special needs.

RESPONSIBILITIES TO THE COMMUNITY:

- to be aware of neighbourhood concerns and needs.
- to utilize in the school effective use of community resources.
- to participate and develop appropriate joint planning of programs within the community.

A G E N D ASPECIAL MEETING OF THEOPERATIONS MANAGEMENT COMMITTEE1988 02 03GENERALBUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: cost of moving demountable from Prince Philip to George R. Allan (requested at special Operations Management Committee meeting - 1988 01 11)
2. Review of Area One (requested by Canon Rogers at special Operations Management Committee - 1988 01 11).
3. Comparison study on costs of re-opening closed schools v.s. construction (requested by Trustee Hicks at special Operations Management Committee - 1988 01 11.)
4. Report from the Officials re: Commitment made to Norwood Park Parents (requested by Trustee Deans at special Operations Management Committee - 1988 01 11.)

NEW BUSINESS:

1. Presentation from Thornbrae Parents' Group - re: construction of new elementary school.
2. Presentation from George R. Allan Home and School Association.
3. Recommendations of the Director of Education - re: 1987/1988 Accommodation Report:
Area One - G. R. Allan
Area Two - Proposed Renovation Program at Fairfield and Robert Land
Area Four - New Junior Elementary School
Closure of Comley School
Area Five - Removal of portables at R. A. Riddell and addition of demountable.
- Resource Centre - Buchanan Park
- Busing of Students east of Upper James to Westview or Westwood.

URBAN MUNICIPAL

FEB 1 1988

GOVERNMENT DOCUMENTS

4. Middle Schools

Portable classroom - Bennetto School

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Boundary Changes - Re-opening of Burkholder Drive Middle School.
2. Area Five - Holbrook and Seneca Students to Chedoke
Holbrook (S.A.M.) students to Holbrook
3. Students from Gibson to Prince of Wales School.

January 27, 1988

SUPPLEMENTARY INFORMATION
RELATING TO THE
ACCOMMODATION REPORT

J. Forrester
Superintendent of Schools

ACCOMMODATION '88

January 27, 1988

SUPPLEMENTARY INFORMATION RELATING TO THE ACCOMMODATION REPORT

J. Forrester
Superintendent of Schools

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, ONTARIO

BUILDING DEPARTMENT

1988 01 21

TO: J. Forrester

FROM: J. B. Singer

RE: Prince Philip School Demountables

It is very difficult to estimate the cost of relocating Prince Philip School Demountables to G. R. Allan School for the following reasons:

- (a) Prince Philip School floor level is approx. 3'-0" above grade, and the corridor in the demountable addition is ramped. Consequently, the corridor will have to be completely dismantled.
- (b) The demountable addition is built on concrete block foundation walls with an exterior ramp from Whitney Avenue. The foundations and the ramp will have to be demolished, and the area re-sodded.
- (c) G.R. Allan School has a stair to the basement and the new corridor will have to be adapted to this condition.
- (d) In order to obtain a building permit we will have to re-locate one Outdoor Education portable and enlarge the existing parking lot.

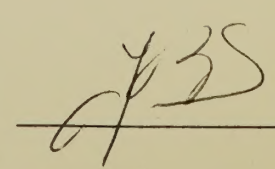
Cost Estimates

Remove 4 classrooms	\$40,000
Build corridor	35,000
Build foundations	25,000
Connect units (siding, roof)	10,000
Ramp	5,000
Cut opening in the existing building and connect	10,000
Demolish Prince Philip foundations and make good	10,000
Fees, permit, contingencies	40,000
Parking & relocation of one portable	35,000

\$210,000

Ministry Grants (net) for re-location, if approved

18,500



Binkley School: Re-opening Costs

Site: 0.954 acres
Date of construction: 1964
Floor area: 12,144 sq.ft.
Facilities: 1 Kindergarten
4 Classrooms
1 Library
1 Play-Assembly

	1988 Sept-Dec.	1988/89 full year
Salaries, Wages & Benefits	68,100	171,000
Books, Films and Software	43,900	43,900
Supplies & Services	15,100	15,400
Equipment and Small Equipment*	101,500	101,500
Renovations *	72,000	72,000
<u>Energy</u>	<u>4,700</u>	<u>14,300</u>
Total	305,300	418,100

* non-recurring costs (\$173,500)

BINKLEY SCHOOL: Re-Opening Costs

Site : 0.954 acres
Date of construction : 1964
Floor area 12,144 sq. ft.
Facilities: 1 Kindergarten
4 Classrooms
1 Library
1 Play-Assembly

Renovation Costs:

Replace broken concrete sills under windows	1,500
Caulking	2,500
Roof repairs	5,000
Paving repairs	8,000
Fence for teachers' parking	3,000
Ramp for handicapped	4,000
Repair concrete precast decks	2,000
Exterior and interior painting	10,000
Burner replacement and conversion to gas	16,000
P.A.	10,000
Master clock, fire alarm updating, outdoor lighting, emergency lighting, bells, etc.	10,000
	\$72,000

Princess Elizabeth School: Re-opening Costs

Site: 2.94 acres
Date of construction: 1922 and 1930
Floor area: 17,300 sq.ft.
Facilities: 1 Kindergarten
7 Classrooms
1 Library
1 Play-Assembly

	1988 Sept-Dec	1988/89 full year
Salaries, Wages & Benefits	69,500	174,300
Books, Films, Software	46,700	46,700
Supplies & Service	18,000	18,300
Equipment & Small Equipment*	107,000	107,000
Renovations*	330,000	330,000
<u>Energy</u>	<u>6,600</u>	<u>19,800</u>
Total	577,800	696,100

* non-recurring costs (\$437,000)

PRINCESS ELIZABETH SCHOOL: Re-Opening Costs

Site : 2.94 acres
Date of construction : 1922 and 1930
Floor area : 17,300 sq. ft.
Facilities: 1 Kindergarten
7 Classrooms
1 Library
1 Play-Assembly

Renovation Costs:

Brick restoration, parapets, stonework, etc.	8,000
Fire-rated doors and frames	12,000
Chalkboards and tackboards	12,000
Sanding & re-finishing of wood floors	7,000
Extend height of stair handrail	3,000
Plaster repairs and painting	20,000
Replace steel windows with alum. insulated windows	40,000
Washroom renovations (incl. exhausts)	35,000
New heating controls	40,000
New boiler, etc.	55,000
P.A., Master clock, Morality lights, electric service, new wiring, panels, upgrading lighting, bells, fire alarm, exit lights, emergency lighting.	78,000
Asphalt paving (re-top) and fencing of car parking	20,000
	\$330,000

FAIRVIEW SCHOOL

PROPOSED RENOVATIONS & ADDITIONS

RENOVATIONS

Library (former Home Ec. Lunch Room)	15,000
Kindergarten (former Crafts Rm. etc.)	15,000
Classrooms 1, 2, 3 (former Cl. 5,6,7,8)	14,000
Classrooms 4 & 5 (former Cl. 2,3,9,10)	6,000
Misc. repairs	<u>10,000</u>
	60,000

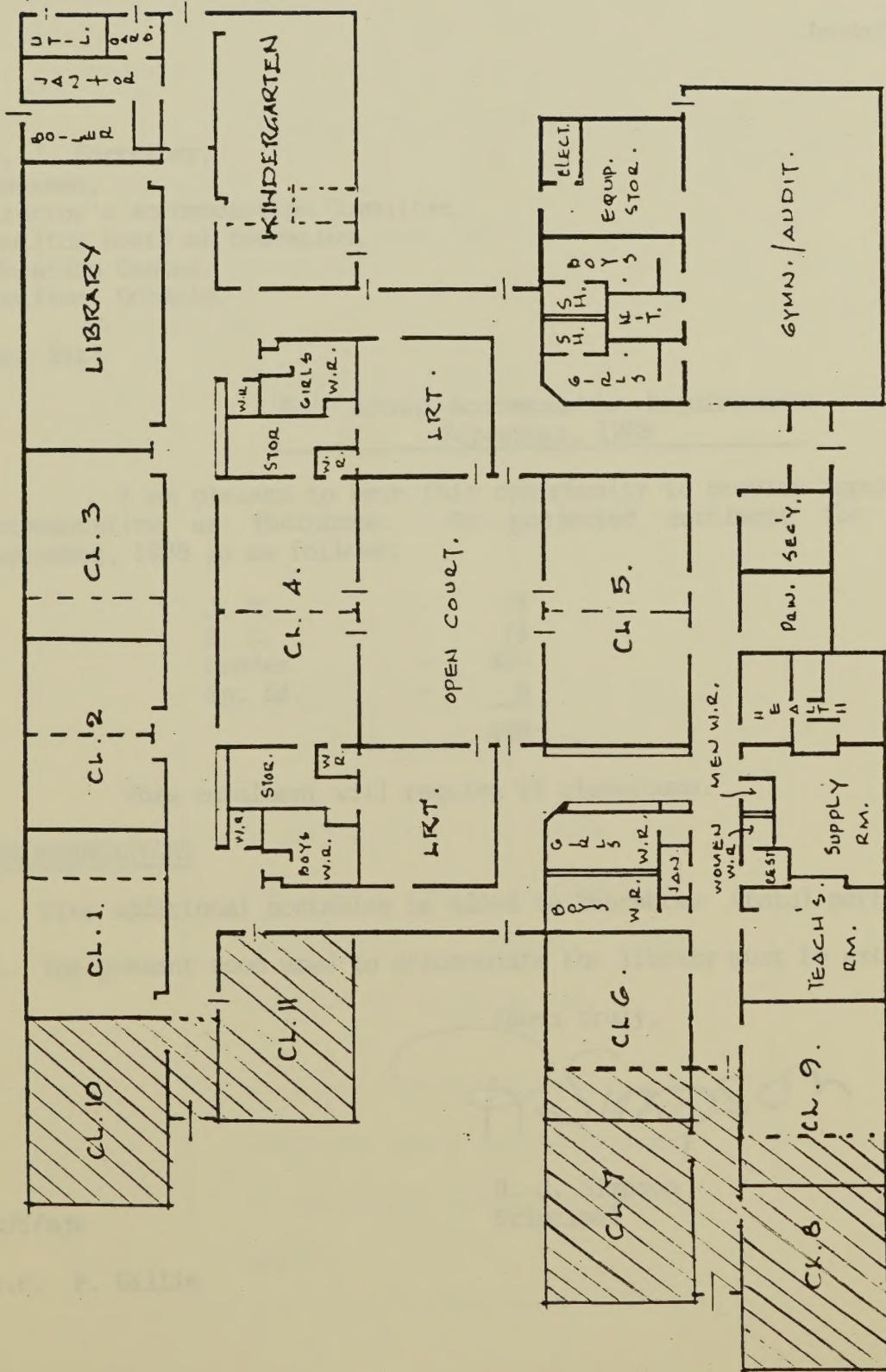
ADDITIONS

Cl. 6 (part), Cl. 7, Cl. 8, Cl. 9(part)	
Cl. 10 & 11 and corridor extension	
4,340 sq.ft. @ \$80	347,000
Enlarge playground	<u>15,000</u>
	422,000
Fees	30,000
Permits and contingencies	<u>23,000</u>
	475,000

Furniture & Equipment

Library	30,000	
Kindergarten	7,000	
Classroom	33,000	
Misc.	<u>10,000</u>	
		<u>80,000</u>

\$555,000



LEGEND

- REMOVED WALLS
- ▨ ADDITION (HATCHED)

Room No.		The Board Of Education For The City Of Hamilton	
Budget Item #		Scale 1" = 30'-0"	Description FLOOR PLAN
W. O. Number		Date OCT. 27/70	School FAIRVIEW
			Sht. No. 10 of 1
			Sht. No.

THORNBRAE PUBLIC SCHOOL



256 THORNER DRIVE
HAMILTON, ONTARIO
L8V 2M7
TELEPHONE: (416) 387-5887

January 21, 1988

Mr. J. Forrester,
Chairman,
Director's Accommodation Committee,
Hamilton Board of Education,
Education Centre,
Hamilton, Ontario.

Dear Sir:

Re: School Accommodation Requirements
September, 1988

I am pleased to have this opportunity to provide input regarding accommodation at Thornbrae. My projected enrolment for Thornbrae, September, 1988 is as follows:

J. K.	-	75
S. K.	-	75
Grades	-	300
Sp. Ed.	-	<u>8</u>
		458

This enrolment will require 19 classrooms.

RECOMMENDATIONS

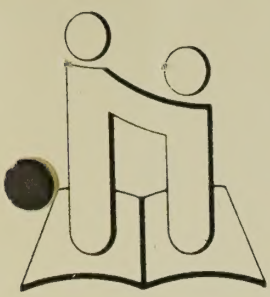
1. Five additional portables be added to Thornbrae (total portables - 8)
2. The present room used to accommodate the library must be extended.

Yours truly,

R. J. Simpson
Principal

RJS/mjw

c.c. P. Gillie



ACCOMMODATION AT THORNBRAE

Prepared by:

Thornbrae Home & School Association

Presented by:

Mrs. D. McAlpine
President

Submitted to:

Operations Committee
Hamilton Board of Education

Wednesday, February 3, 1988

THORNBRAE PUBLIC SCHOOL

A place where children can
learn to be thoughtful,
considerate, honest and
responsible human beings.

A place where children can
learn the basic skills in order
to understand and enjoy today's
world.

1988 02 03

To the Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Accommodation at Thornbrae Public School is overcrowded. The present growth in the south central mountain has resulted in large numbers of children enrolling in Thornbrae. Future construction in this area will result in a high enrollment at Thornbrae in the future. Although the proposed construction of an elementary school in Block 79 will alleviate some of the overcrowding in mountain schools, it will not settle the problem of accommodation at Thornbrae.

The families in the Thornbrae School community and the families of children attending Thornbrae School welcome this opportunity to share our estimation of the means by which the accommodation crises at Thornbrae may be resolved. We feel we should shoulder some of the responsibility in addressing accommodation requirements on the mountain in general and Thornbrae in particular.

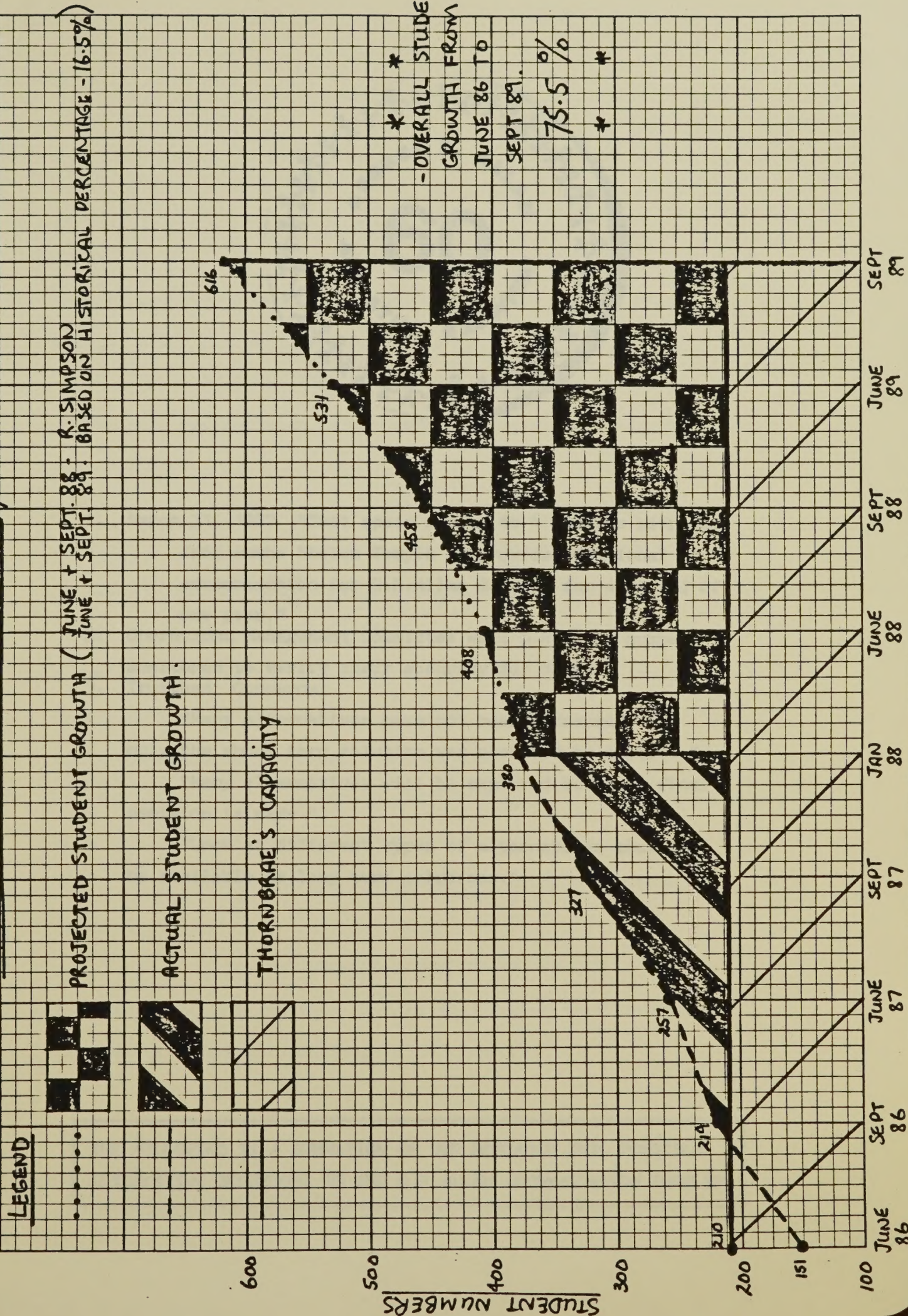
CONCERNS

- . Recommendations regarding future accommodation at Thornbrae were not included in the 1988 Accommodation Report.
- . The increased numbers of children which will result from the on-going extensive construction -- both single and multi-unit housing -- in the school area which Thornbrae services.
- . The overcrowding which is presently occurring at Thornbrae School
 - no classroom available for music
 - French instruction for 2 classes is provided in the staff room.
- . The library facilities at the present time are inadequate and cannot begin to accommodate the even greater numbers in the future.
- . In the estimation of the parents and community, a village of portables is not the best solution for the overcrowding at Thornbrae both now and in the future.
- . Many parent volunteers find it difficult to help out in the school. There is no place for them to work individually with a child. The children miss out on the extra help.

RECOMMENDATIONS

- . An addition be built to the existing library at Thornbrae.
- . A demountable addition to Thornbrae School to accommodate 8 classrooms, September, 1988.
- . The immediate construction of the proposed elementary school in Block 79 for opening September, 1989.
- . A re-examination of existing Thornbrae boundaries upon the completion of Block 79 school. The Thornbrae boundaries should parallel the proposed middle school boundaries.

THORNBRAE PUBLIC SCHOOL (ACTUAL + PROJECTED VS. CAPACITY)





1. March 31, 1987 "That space for up to 4 classes be rented from Anshe Sholom Temple to provide additional accommodation for G.R.Allan School, for a period of one year."
2. Operations Management Committee want G.R.Allan numbers monitored to verify their accuracy for 88-89
3. Trustees' Concerns:
 - "Many alternatives have not been addressed. . . only the short term solution was accepted by members."
 - "Many alternatives will be explored before a final decision is made."
 - "Look at different types of alternatives that may be available as long term solutions."

THE FOLLOWING IS A SUMMATION OF OUR RESEARCH INTO POSSIBLE
ALTERNATIVE SOLUTIONS TO THE G.R.ALLAN ACCOMMODATION PROBLEM.

The accommodation problem at G.R.Allan School has been recognized by both the Board of Education and G.R.Allan community for the past several years.

Since 1985, classroom re-organization during the school year was necessary on at least two occasions to alleviate overcrowding.

In September, 1986, a portable was placed on site to house an overflow class. This temporary solution lasted until September, 1987 when more extra classrooms were needed. Four classrooms in Temple Anshe Sholom were rented. These rooms, in addition to the existing portable classroom, again provided temporary relief, while the Board rechecked their statistics to verify the enrolment numbers. Not only have the projected figures remained firm . . . they have increased slightly over the predictions made in last year's Accommodation Report.

A permanent accommodation solution is needed for George R. Allan.

We empathize with the Board's system-wide perspective in solving this problem and thus we have considered the many possible alternatives in this report.

ALTERNATIVES

RE-OPENING SCHOOLS

BINKLEY capacity 144	PRINCESS ELIZABETH capacity 228	FAIRVIEW capacity 224
-G.R.Allan families and community would be fragmented -In order to make a community school-boundary changes would be necessary -busing would be necessary -all of these schools are across major roadways -All 3 are too small for a French Immersion single track school -Many French Immersion parents would choose to transfer their children into the English stream which would cause problems in both programs -Cost of re-opening: repairs, renovations, principal, janitor, secretary -Negative impact on programming at G.R.A. (music, physical education, v.p.)		
-cost of breaking the lease -distance from G.R.= 3.2 km	-cost of breaking lease -poorly designed facility- all classes off gym -major cost of refurbishing an old school -distance from G.R.=2.6 km	-major cost of renovating -restructuring small classrooms -require 3 additional rooms to house French Immersion -distance from G.R.=4.7 km

Original decision on these buildings was to close them as not being viable for running full programs

PURCHASE OR MOVE A DEMOUNTABLE

Purchase

"Mr. Singer stated the cost of a demountable would be higher than the cost of an additional permanent construction. This is based on the experience at George L. Armstrong and the two story addition Mr. Singer viewed in Burlington. The reason for the high cost is because it is not just a simple addition but some traditional construction has to be done first before the demountable addition."

Move Prince Philip's Demountable

1. All classrooms at Prince Philip are full.

- presently using a portable for music
- enrolment is 83% of adjusted capacity with 2 SLD and 2 TR classes
- LRT shares a classroom with core French teacher
- statistics show steady enrolment figures until at least 1991

2. Prince Philip has been recently renovated to accommodate wheelchairs and the TR program.

- wheelchair ramps, automatic door opener, bathtub, washer and dryer hookups and vents installed
- bathrooms modified
- very close to the Rygiel Home
- community has raised funds to erect an integrated play structure with wheelchair ramps. Families in the area are very pleased with the integrated program in the school

3. The one storey demountable would significantly diminish our playground space.

4. We would still require an additional portable and an extended parking lot.

We do not want to solve our problem at the expense of a neighbouring community!

PORTABLES

We already have 3 existing Outdoor Education portables and one portable classroom.

We would need 5 additional portables to accommodate our needs next year.

$3 + 1 + 5 = 9 \text{ portables next year}$

Concerns:

- a. Loss of educational time travelling to music, physical education, learning resource teacher, library, core English or French, etc.
Disruptive to programming.
- b. This complicates the use of major equipment usually shared in the main building, such as slide projectors, screens, computers. etc.
- c. Major loss of playground space in addition to that already lost for expanded teacher parking. This could include the loss of school and community-used baseball diamond.
- d. There was some question last year as to the manufacturer's ability to meet the demands for portables.

RENTAL FACILITY

(see G.R.Allan Accommodation Brief, 1987)

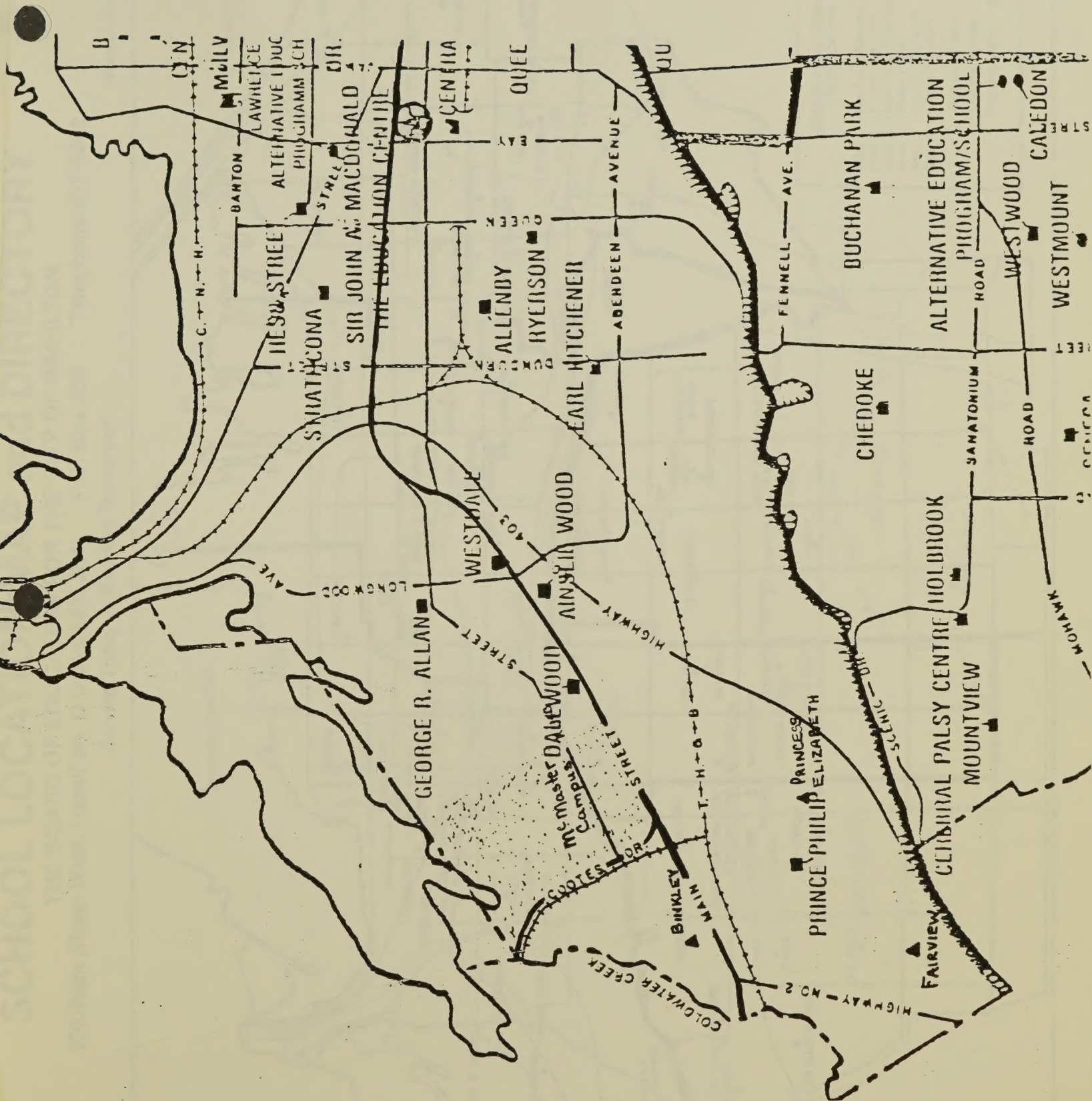
Education and Safety Concerns have been carefully monitored by the parents:

1. The smaller class sizes in the rental facility have translated into smaller class PTR. Therefore, an additional staff member has been hired.
2. Educational time has been lost travelling and dressing to get to gym, assemblies, music, library, core English and French, etc.
3. The spontaneous use of resources in the main building, particularly the library is limited.
4. There is concern about restricted Christmas and Easter themes.
5. There is a lack of space for adequate resources, activity centres which are key to primary education.
6. The parking lot/driveway issue is still a major concern:
 - It is necessary for students to cross the driveway for access to the main school, therefore the many vehicles which must back out, continue to be a hazard.
 - The pylon system of blocking off the driveway has not proven 100% foolproof.
 - We are still waiting for signs and a handrail to be installed.
7. Parental involvement was required before a panic bar was installed in a fire exit. Prior to this the fire exit had a deadbolt lock, that was indeed locked!
8. Children still do cross deserted playgrounds alone and unsupervised.

OUR RESEARCH CONCURS WITH THAT OF THE ACCOMMODATION COMMITTEE.
IT INDICATES THAT THERE IS A FEASIBLE AND FISCALLY RESPONSIBLE
WAY TO SOLVE THE ACCOMMODATION PROBLEM AT G.R. ALLAN.

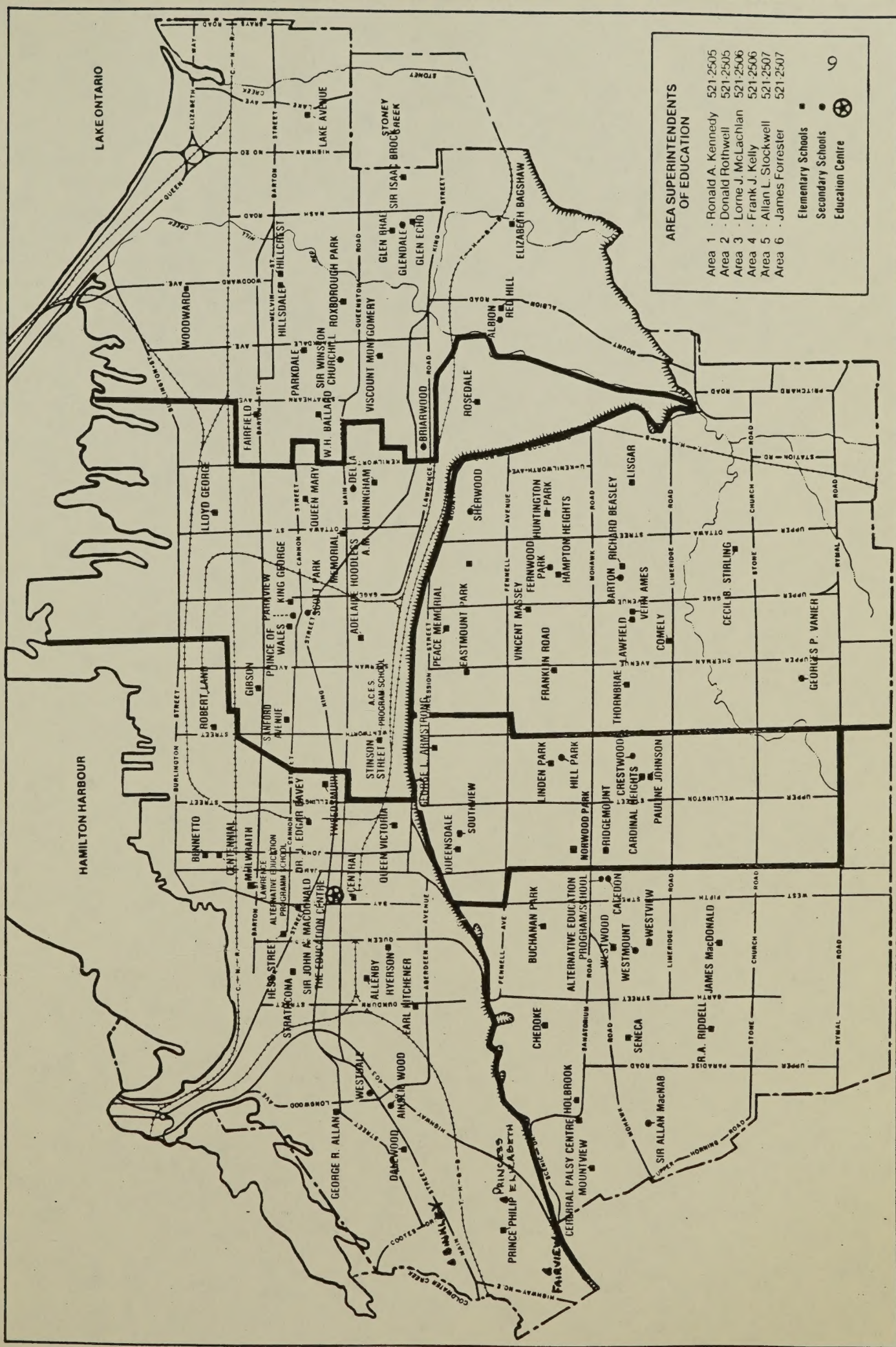
RECOMMENDATIONS

1. That four new permanent classrooms be added and renovations be made to G.R.Allan Elementary School to be completed December, 1988.
2. That one portable classroom be placed at G.R.Allan September, 1988.



100 Main Street West, Hamilton, Ontario, L8N 3L1

Revised September, 1987



A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 02 09

CA 4 ON HBL W26

065

1988

Confirmation of the minutes of the last regular and special meeting of 1988 01 11.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Officials' response to the presentation by the George R. Allan Home and School Association (from Special Operations Management Committee - 1988 02 03).
2. Officials' response to the presentation by the Thornbrae Home & School Association (from Special Operations Management Committee - 1988 02 03)
3. Recommendation from the Director's Accommodation Report re: Buchanan Park (tabled from Special Operations Management Committee - 1988 02 03).
4. List of properties owned by the Hamilton Board of Education (requested by Trustee Allen from Special Operations Management Committee - 1988 02 03).
5. Solicitor's Fee for the period - September 1, 1987 to December 31, 1987 - \$17,741.50.

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 1.**
2. Investment of Short Term Funds.
3. Cash Flow.
4. Budget Review Meeting Dates - Monday, 1988 02 29 - tentatively scheduled.
Monday, 1988 03 07
Monday, 1988 03 21
Wednesday, 1988 03 23 (if necessary)
Monday, 1988 03 28
Wednesday, 1988 04 06 (if necessary)
5. Bill 76 (Trustee Distribution) and Bill 77 (Improved Voter Identification System) - **pages 2-8.**
6. Membership Fees - 1988:
Ontario Public School Trustees' Association - \$23,717.00 - **pages 9-26.**
Association of Large School Boards in Ontario \$30,215.66 - **separate package.**
7. Request re: approval to purchase supplies for erection of portable - Barton Secondary School.
8. Report re: Visual Art Careers Day.
9. McIlwraith School - Offer to Purchase - **page 27.**

URBAN MUNICIPAL

FEB 8 1988

GOVERNMENT DOCUMENTS

10. Consolidation of Trust Funds and the Foundation - pages 28-30.
11. Report of the Special Education Advisory Committee - pages 31-39.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - page 40.
2. Hamilton Philharmonic Youth Orchestra - request for funds - pages 41 & 42.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 02 04.

PAGE 1.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendation for your approval:

- (a) That the 1988 Trusteeship fee of \$3,000 be paid to the Hamilton District Science and Engineering Fair.

Respectfully submitted,

*jep

A. J. Krever,
Director of Education
and Secretary.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 02 09

To Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Bills 76 and 77

The Ontario Government has announced plans to change the laws governing the election of school trustees effective the November 1988 election.

Bill 76 will determine the number of trustees to be elected to the Board of Education (see attached letter from Evans, Philp, Solicitors).

Bill 77 is designed to implement a new system of voter identification and enumeration (see attachment from D. Kelterborn).

Both of these Bills are at first reading and will be going before a legislative committee for study.

A third, yet to be numbered Bill, will determine the processes related to registration, expenses, etc.

Prepared by: D. Kelterborn,
Administrative Officer, Business Services.

A. J. Krever

Submitted by: A. J. Krever

attach.
-as

Evans, Philp

BARRISTERS & SOLICITORS

PAUL G. PHILP, Q.C.
JOHN F. EVANS, Q.C., LL.B.
LARRY G. CULVER, LL.B.
BRENT J. FOREMAN, LL.B.
SHELLEY L. TIMMS, LL.B.

F. JOHN L. EVANS, Q.C., LL.B.
(1931 - 1980)

W. IAN GORDON, Q.C., LL.B.
JOSEPH M. PIGOTT, Q.C., LL.B.
ROBERT H. ROGERS, LL.B.
PAUL H. PHILP, LL.B.
RANDALL S. BOCKOCK, LL.B.

(416) 525-1200
FAX (416) 525-7897
16TH FLOOR, COMMERCE PLACE
ONE KING STREET WEST
HAMILTON, CANADA
L8P 1A4

January 19, 1988

The Board of Education for the
City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, ON
L8N 3L1

ATTENTION MR. JOHN PENNER
SUPERINTENDENT OF FINANCE & TREASURER

Dear Sir:

Re: Bill 76

We have reconsidered our opinion as contained in our letter of January 11, 1988 in light of discussions which we have had with the Ministry of Education.

You have asked our opinion as to the number of Trustees to be elected to the Board of Education for the City of Hamilton at the next municipal election, on the assumption that Bill 76 is passed in its present form.

The definition of "Board" under Section 206a includes your Board.

"Public school electoral group" is defined as the electoral group that comprises exclusively persons who are public school supporters or public school electors and includes the dependants of the public school supporters and public school electors.

"Public School English-language electoral group" is defined to mean the part of the public school electoral group that comprises exclusively persons who are not members of the public school French-language electoral group and public school French-language

Evans, Philp

electoral group is defined to mean the part of the public school electoral group that comprises exclusively persons who have the right under Subsection 23 (1) or (2) without regard to Subsection 23 (3) of the Charter of Rights and Freedoms to have their children receive their primary and secondary instruction in the French language in Ontario and who choose to vote only for the members of the French-language component of the Board and includes the dependants of these persons.

Section 206a (5) provides that subject to the increased numbers of members that may result from the application of rules 11, 12, and 13 of Subsection 8, the number of members of a Board shall be determined in accordance with Subsection 6 by the persons prescribed by the regulations. At this time we are not aware of any draft Regulations and therefore cannot advise who the person will be to make the determination. The determination, however, is made in accordance with the Rules as set out in Subparagraph 6.

In our opinion there are two electoral groups of your Board, the public school English-language electoral group and the public school French-language electoral group. Rule 4 of Subsection 6 provides that where the total population of all electoral groups of the Board is within 183,000 and 282,999 persons, eighteen members of the Board are to be elected. Although that Rule is subject to Rule 5, in our opinion Rule 5 does not apply because the total population of all electoral groups of your Board is not less than 15,000.

Subsection 8 sets out rules for determining the number of members to be elected by each of the electoral groups of your Board. Rules 5 and 6 of Subsection 8 provide that the number of members to be elected by the electors of public school English-language electoral group and by the French-language electoral group are calculated in accordance with the formula as set out in Subsection 9.

After applying the formula, it would appear that the French-language electoral group would be greater than zero but less than three; therefore by Rule 12 of Subsection 8, the number of members elected by the French-language electoral group would be deemed to be three. In applying the formula to the English-language elected members and rounding it up to the nearest number would result in 18. The number of Trustees to be elected in the table in Rule 4 of Subsection 6 of 18, is increased by the number of members or Trustees resulting from the application of Rule 12, ie. increased by the three French-language members. The total number of Trustees or members then to be elected in the next municipal election is 21, 18 by the English-language electoral group and 3 by the French-language group.

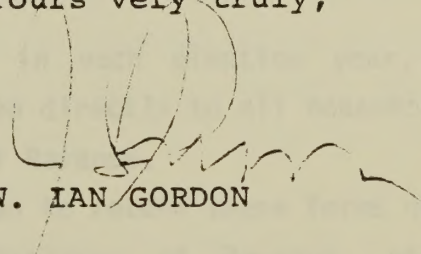
We have also reviewed Subsections 13, 14 and 15 with respect to the electoral procedure. Subsection 14 appears to have words missing after the word, elected, in the second line. We have telephoned to the Ministry of Education and pointed out this

Evans, Philp

discrepancy. Apparently, this occurred in the printing process. The gist of the Subsection is, however, clear that the municipal council may pass a by-law if requested by you Board dividing the municipality into two or more electoral areas for the purposes of elections of Trustees. Since Hamilton is presently using a Ward system, and unless there is an alteration in the Ward structure prior to February 2, 1988, then for the 1988 Election by virtue of Section 37 (2) as set out in Bill 76, election of Trustees will be in the 8 Wards with respect to those elected by public school English-language electors. In subsequent years you will have to consider requesting the appropriate by-law be passed by the City of Hamilton pursuant to Subsections 14 and 15 of Section 206a, otherwise Subsection 13 of 206a will apply and Trustees will be elected by general vote.

We trust the foregoing answers your query but if we can be of further assistance in the matter, please do not hesitate to contact the writer.

Yours very truly,


W. IAN GORDON

WIG:ln

BILL 77 - FIRST READING, DECEMBER 16TH, 1987AN ACT TO AMEND THE MUNICIPAL ELECTIONS ACT AND THE ASSESSMENT ACT

The purpose of this bill is to provide for an improved voter identification system for municipal and school board elections. Voters' lists will be based on an enumeration to be taken in election years by a mail out questionnaire and by household canvassing with provision for continuous updating of the information in a non-election year.

According to the Ministry of Municipal Affairs this new voter identification system is to be in place in time for the 1988 municipal elections.

The Minister of Revenue outlined the major points of Bill 77 in his Statement to the Legislature on December 16, 1987:

- . Recent changes to the Education Act have made it essential that the identification of English and French language electors be as accurate as possible.
- . At the beginning of May in each election year, a bilingual questionnaire will be mailed directly to all households and other premises by the Ministry of Revenue.
- . All persons will be required to return these forms on or before a day designated by the Minister of Revenue, which will be approximately May 15th.
- . During a six week follow-up period, enumerators will visit households which have not yet returned their questionnaires. The enumerators will collect the forms or assist individuals in completing them.
- . If no return is filed even after this follow-up the electoral status of an individual will be based on the ownership or tenancy data as indicated on the assessment roll.
- . An Assessment Commissioner is to prepare by the 31st day of July in an election year from the latest updated information an enumeration list. The enumeration list is to be delivered to the Clerk and the school board by the 31st day of July in an election year.

On or before the 31st day of August in an election year, the Assessment Commissioner is to mail to electors on the preliminary list a notice stating their electoral status and also the places and times for the revision of the preliminary list. A person whose name appears on the preliminary list is deemed to be entitled to be an elector unless there is evidence to the contrary.

- . People will again have the opportunity to make changes to the list during the revision period, which begins on the first Tuesday in September and ends on the Monday, 28 days before voting day.
- . On or before the twenty-eighth day before election day, the clerk is to send to candidates and others a statement of changes arising from the revision of the list. At present, the clerk is required to do so but without any stipulation as to time.
- . Nomination is to be Monday, the twenty-eighth day before polling day instead of the twenty-first day as presently fixed.
- . After polling day, the clerk is to send to the Assessment Commissioner the qualification documents of electors who were added to the polling list under the authority of a certificate issued before polling day or based on a declaration taken at the polling place.
- . Any person may apply to the Assessment Commissioner to have that person's name included or altered in the assessment roll as a separate school supporter, if the person is a Roman Catholic, or a public school supporter and the Assessment Commissioner may make the addition or alteration.
- . If the Assessment Commissioner approves an application, the Assessment Commissioner shall deliver a copy of the approved application to the secretary of each school board in the municipality or locality in which the applicant is entitled to direct taxes for school support.

- . The implementation of Bill 77 will not involve the Trustees on the Board to any great extent as it mainly involves the Offices of the City Clerk and Assessment Commissioner of the Municipality.

Since this is just the First Reading of Bill 77, I will update this report for you to include any revisions as the Bill progresses through 2nd, and 3rd readings and Royal Assent.

D. Kelterborn.

je

Mrs. A. Van Horn
Chairperson
The Board of Education for the
City of Hamilton
P.O. Box 304
101 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mrs. Van Horn:

Another AIBO year is coming to an end. We have worked diligently for the past year to meet the challenges of the year. We are now looking back on the year with a sense of accomplishment. Our partnership with you has been a very satisfying one. We welcome suggestions and ideas that will help us to meet our future needs.

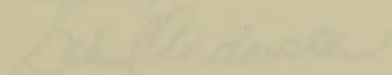
To date, the budget for 1987 is being prepared. The budget for 1987 is being prepared along with the proposed expenditures budget for 1987 that was approved, in principle, at the Fall General Meeting and is being presented to the budget committee at the 1987 Annual General Meeting.

Also enclosed for your information are copies of the Association's Long Range Plan adopted at the 1987 Annual General Meeting and in the process of implementation, a copy of our brochure on current AIBO activities, and a copy of the minutes of our year ending the previous month.

I trust that the Board will consider your AIBO fees during upcoming budget discussions.

I look forward to seeing you in the near future and to an active and successful year in 1988.

Sincerely,


Gail Anderson
Executive Director

encl.



252 BLOOR STREET WEST, SUITE 12-205, TORONTO, ONTARIO M5S 1V5 TEL. (416) 922-4858

January 22, 1988

Mrs. R. Van Horne
Chairperson
The Board of Education for the
City of Hamilton
P.O. Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mrs. Van Horne:

Another ALSBO year is coming to an end. We have worked diligently for our members to meet the challenges of the past year. We are now putting forth our energies to meet the increasing challenges ahead. Our partnership with your Board to respond effectively to current issues which affect Boards as educators and employers has been very satisfying. We welcome suggestions and ideas that will further enhance our ability to meet our members' needs.

To help sustain our continued work in 1988 on behalf of your Board, our invoice is enclosed along with the proposed expenditures budget for 1988 that was accepted, in principle, at the Fall General Meeting and is based on the new budget formula agreed to at the 1987 Annual General Meeting.

Also enclosed for your information are copies of the Association's Long Range Plan adopted at the 1987 Annual General Meeting and in the process of implementation, a copy of our brochure on current ALSBO activities, and a copy of the division of our fees among the member boards.

I trust that the Board will consider your ALSBO fees during upcoming budget discussions.

I look forward to seeing you in the near future and to an active and successful year in 1988.

Sincerely,

Gail Anderson
Executive Director

encl.

Association of
**LARGE
 SCHOOL
 BOARDS**
 in Ontario



252 BLOOR STREET WEST, SUITE 12-205, TORONTO, ONTARIO M5S 1V5 TEL. (416) 922-4858

Date: January 15, 1988

Invoice No: FEES-88-06

INVOICE: The Board of Education for
 The City of Hamilton
 P.O. Box 558
 100 Main Street West
 Hamilton, Ontario
 L8N 3L1

AFFILIATION FEE FOR MEMBERSHIP IN ALSBO - April 01, 1988 to March 31, 1989

Membership Fee \$30,215.66

TOTAL \$30,215.66

5.

1988/89 Membership Fees

PAGE 11.

1988/89 Total Draft Budget: \$530,280

Minimum Flat Fee generates 50% of \$530,280 or \$265,140

Minimum Flat Fee per board: \$265,140 17 member boards = \$15,596.46

Per Pupil Fee generates 50% of \$530,280 or \$265,140

Per Pupil Fee per board: \$265,140 664,078 (Total FTE enrolments as at September 30, 1987) = \$0.40

	Fee for 1987/88 if NEW Formula had been applied	Fee for 1987/88 actually paid using OLD Formula	Fee for 1988/89 using NEW Formula	% Increase/ (Decrease)
Carleton	29,118.40	30,306.44	32,112.46	5.9
Durham	31,989.60	33,106.22	34,692.06	4.8
East York	18,594.86	14,109.20	20,136.06	42.7
Etobicoke	25,302.22	30,144.35	27,234.06	(10.6)
Halton	29,718.17	32,791.32	32,145.66	(2.0)
Hamilton	27,911.09	24,965.28	30,215.66	21.0
Lincoln County	23,538.06	27,401.44	25,416.06	(7.8)
Metro Toronto	14,767.21	21,061.04	15,966.06	(25.7)
North York	35,596.73	35,850.30	38,636.86	7.7
Ottawa	25,969.33	30,220.85	27,425.26	(10.2)
Peel	44,154.46	30,623.33	47,879.26	56.3
Scarborough	40,637.24	35,850.30	44,047.26	22.8
Simcoe County	28,487.92	29,452.90	30,799.26	4.5
Toronto	39,510.96	35,850.30	43,131.66	20.3
Waterloo County	32,417.32	33,580.55	35,631.66	6.1
Windsor	21,837.96	24,499.26	23,662.06	(3.5)
City of York	18,782.56	18,886.89	21,639.66	14.5
TOTAL	<u>\$488,334.09</u>	<u>\$488,700.32</u>	<u>\$530,771.02</u>	

% Increase

There is an overall increase of 7.9% for 1988/89 using the NEW Formula compared to the Fee actually paid in 1987/88 using the OLD Formula

THE ASSOCIATION OF LARGE SCHOOL BOARDS IN ONTARIO
 PROPOSED BUDGET 1988-1989
 (April 1, 1988 to March 31, 1989)

PAGE 12.

<u>REVENUE</u>	<u>Approved Budget 1987-88</u>	<u>Proposed Budget 1988-89</u>	<u>% of Budget 1988-89</u>
Membership Fees	\$488,700.32	\$528,703.24	96.6
Interest Revenue	15,000	16,500	3.1
Sundry Income	2,000	2,000	0.3
NET REVENUE	\$505,700.32	\$547,203.24	100.0
<u>EXPENDITURES</u>	<u>Approved Budget 1987-88</u>	<u>Proposed Budget 1988-89</u>	<u>% of Budget 1988-89</u>
<u>Personnel</u>			
Salaries/Overtime	\$181,636	\$186,500	35.2
ALSBO Pension Plan	11,767	11,200	2.1
Canada Pension Plan	2,225	2,500	0.5
U.I.C.	3,510	3,800	0.7
OHIP	1,114	1,300	0.2
Health Care Plan	2,111	2,250	0.4
Clerical and Bookkeeping	6,200	6,500	1.2
Staff Development/Training	3,120	3,000	0.6
Mileage	4,300	---	
TOTAL - Personnel	\$215,983	\$217,050	40.9
<u>Committees - Travel & Expenses</u>			
Executive	11,440	12,000	2.3
Standing	16,000	23,000	4.3
TOTAL - Committees	27,440	35,000	6.6
<u>Administration</u>			
Office Expense	18,972		
- Rent	---	12,000	2.3
- Taxes	---	1,400	0.3
- Storage	---	650	0.1
- Bank Charges	---	2,500	0.5
Telephone	8,000	8,500	1.6
Public Relations/Advocacy Program	---	20,000	3.7
Public Advocacy	5,200	---	
Public/Media Relations	22,360	---	
Legal and Audit	7,280	4,300	0.8
Stationery and Supplies	5,200	5,500	1.0
Postage and Delivery	8,840	9,300	1.7
Printing	8,320	9,000	1.7
Books and Periodicals	636	670	0.1
Word Processor - Lease/Maintenance	8,280	8,300	1.5
Miscellaneous	---	1,000	0.2
Depreciation	---	550	0.1
Consulting Fees	---	10,000	1.8
Organizational Review	---	10,000	1.8
TOTAL - Administration	93,088	103,620	19.0

	<u>Approved Budget 1987-88</u>	<u>Proposed Budget 1988-89</u>	<u>% of Budget 1988-89</u>
<u>Special Projects</u>			
Additional Projects	5,000	5,250	1.0
TOTAL - Special Projects	5,000	5,250	1.0
<u>ALSBO Memberships</u>			
OSTC	68,120	83,560	15.7
CSTA	50,542	53,000	10.0
Activities	5,200	7,800	1.5
TOTAL - Memberships	123,862	144,360	27.2
Reserve Fund	\$ 25,000	25,000	4.7
TOTAL EXPENDITURES	\$490,373	\$530,280	100.0
Excess of Revenues/Expenditures	\$ 15,327.32	\$ 16,923.24	

LINE ITEMS - EXPLANATION

1. Salaries/Overtime: The budgeted salary item of \$186,500 reflects current salaries and includes a 5% increase and a salary of \$20,000 to replace the permanent secretarial position which will possibly be filled in 1988-89.
2. ALSBO Pension Plan: This is a fund in lieu of pension. ALSBO contributes 6% of a staff member's annual salary to retirement savings plans or similar schemes selected by the individual staff members.
3. Canada Pension Plan, OHIP, U.I.C.: These are the projected costs of ALSBO'S contributions on behalf of employees.
4. Health Care Plan: Projected costs of this plan through Etobicoke Board of Education.
5. Clerical and Bookkeeping: Covers the cost of all internal accounting functions including payroll and assistance with end of year audit entries as well as additional clerical help when required.
6. Staff Development/Training: Covers the cost of staff participation in seminars, university courses, conferences which are job-related.
7. Executive Committee: This item covers travel and meeting expenses for the Executive including meeting facilities rentals; lunches; meetings with Chairpersons and Directors (twice yearly is the tradition; there is an interest in increasing the number of these liaison meetings); an allowance for the President; miscellaneous expenses incurred by the Executive on ALSBO business; projects (joint task forces, for example with NOSTA, OPSTA or the teachers' federations) on issues of interest to ALSBO Member Boards.
8. Standing Committees: The travel expenses policy for ALSBO reimburses trustees and staff (trustee delegate, trustee alternate and one staff member) who attend standing committee meetings. This item also covers meeting-related expenses, miscellaneous expenses incurred by the Committee chairpersons; special projects (task forces, sub-committees, etc.) undertaken by the committees.
9. Office Expense: Will be allocated into four accounts for Office rent at OISE including hydro costs and insurance costs for liability insurance, office contents, bonding, etc. Municipal taxes payable to OISE which is calculated on office space. Storage charges payable to OAEAO for use of their office space for storage. Bank charges for all ALSBO general accounts. The budgeted amount for all these items includes a 5% increase over the previous years budget.
10. Public Relations/Advocacy Program: This is a combination of the previous Public Advocacy account and Public/Media Relations account and will cover the costs of our lobbying efforts at Queen's Park, expenses for the President and Executive Director incurred in Lobbying efforts, projects undertaken to promote ALSBO or ALSBO issues and to cover the costs of promoting ALSBO and its issues through regular media and public relations efforts. Some examples include press releases, the Queen's Park Letter publication and other promotional materials.
11. Legal and Audit: The budgeted amount of \$4,300 reflects a 6% increase for the Audit and year end adjustments plus an amount set aside for legal fees.
12. Stationery and Supplies: letterhead, envelopes, word processor supplies and other office supplies.
13. Postage and Delivery: mailings, courier/taxi delivery.

14. Printing: All materials provided by ALSBO to Member Boards for standing committees, task forces, publications, correspondence, etc.
15. Books and Periodicals: Hansard subscription, newspaper subscriptions, etc.
16. Word Processor: Rental and maintenance contracts for two AES word processors.
17. Miscellaneous: This proposed budgeted amount reflects any extraordinary expenses that are incurred and cannot be allocated to another expenditure account.
18. Depreciation: This is for Office furniture and equipment and is calculated on a flat 20% per annum rate on the remaining balance of the Office furniture and equipment account.
19. Consulting Fees: Covers the cost of professional consulting fees for special ALSBO projects, research, investigations etc.
20. Organizational Review: This amount is intended to cover interim costs of specialist assistance for and/or results of the review requested for February 1988.
21. ALSBO Memberships: The budgeted amount reflects a 5% increase in CSTA fees and also a 5% increase for OSTC fees. There was an additional 16.5% increase in the OSTC fees for 1987-88 and the fee for 1988-89 reflects the 5% increase based on that amount.

1987 - 1988

Providing Leadership for Public Education
in
Large County and Urban School Boards in Ontario

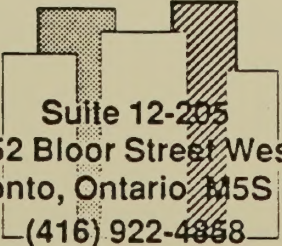
2000-12-31
2000-12-31
Toronto, Ontario M4S 1A5
416-593-4000

The Association of Large School Boards in Ontario

ALSBO's LONG-RANGE PLAN

1987 - 1990

*Providing Leadership for Public Education
in
Large County and Urban School Boards in Ontario*



Suite 12-205
252 Bloor Street West
Toronto, Ontario M5S 1V5
(416) 922-4868

ALSB0

GOALS

1987 - 1990

TO PROMOTE A STRONG PUBLIC SCHOOL SYSTEM

TO PROVIDE AND MAINTAIN A STRONG PRO-ACTIVE AND RE-ACTIVE LOBBY:

- A) at Queen's Park and the Ministry of Education
- B) through Member Boards, with local MPPs, municipal, regional and county councils and community groups
- C) with other provincial organizations

TO STRENGTHEN THE COMMITMENT OF ALL MEMBER BOARDS

TO PROMOTE A STRONG PUBLIC SCHOOL EDUCATION SYSTEM

OBJECTIVE

Regular professional development for Member Boards will be provided.

ACTIVITIES

* Two professional development seminars will be provided for Member Boards in addition to the annual conference on current issues in education.

OBJECTIVE

ALSBO Member Boards will develop curriculum materials co-operatively.

ACTIVITIES

* ALSBO will continue to assist boards to jointly develop curriculum materials.

OBJECTIVE

* A joint committee will exist consisting of a minimum of two representatives from each of the present Ontario Public School Trustee Organizations formed to actively work toward the establishment of one Public School Trustee Federation in Ontario, the Goal of the Federation to be:

* To lobby on and respond to common educational issues of all its Member Boards (e.g. Bill 30, Bill 80, Retirement Gratuities, Pay Equity)

* To facilitate the co-existence of two sections for the purpose of:

- a) dealing with issues that primarily affect small school boards
- b) dealing with issues that affect large school boards

ACTIVITIES

* ALSBO will work toward and negotiate the formation of an umbrella public school trustees' federation of which ALSBO would be part as the representative of large school boards.

TO PROVIDE AND MAINTAIN A STRONG PRO-ACTIVE AND RE-ACTIVE LOBBY:

A) AT QUEEN'S PARK AND MINISTRY OF EDUCATION

OBJECTIVE

The Ministry will seek ALSBO input prior to policy initiatives being taken.

ACTIVITIES

- * monthly meetings between ALSBO's President or designate with Legislative Members and Officials
- * quick responses on key issues - verbal and written
- * maintain lobbyist at Queen's Park

B) THROUGH MEMBER BOARDS, WITH LOCAL MPPs, MUNICIPAL, REGIONAL,
AND COUNTY COUNCILS AND COMMUNITY GROUPS
C) WITH OTHER PROVINCIAL ORGANIZATIONS

OBJECTIVE

Member Boards will be actively lobbying on provincial issues at the local level; MPPs, municipal and regional councils and community groups.

ALSBO will be assisting Member Boards in establishing liaison (consultative relationship) with local groups for lobbying purposes at local level.

ACTIVITIES

- * each board will designate one or more trustee lobbyist
- * ALSBO will provide a yearly training workshop on lobbying skills and strategies for the trustee lobbyist
- * trustee lobbyist will identify local issues and develop strategies for local lobby and inform ALSBO
- * ALSBO will organize semi-annual meetings of trustee lobbyists to exchange information and strategies
- * Member Boards will make efforts to establish a liaison committee with municipal/regional/county councils
- * ALSBO's Director of Government Relations will communicate regularly with trustees on ALSBO's lobbying initiatives.

OBJECTIVE

Communication from ALSBO to Member Boards and among Member Boards will be strengthened.

ACTIVITIES

ALSBO will:

- * be a clearing house for information exchange on individual board issues (policy, curriculum, legal issues, etc.)
- * facilitate joint projects between and among Member Boards
- * each Standing Committee develop and recommend effective formats for communication to local boards
- * co-ordinate support (wherever possible) for initiatives of individual boards where the issue impacts all large public boards

TO STRENGTHEN THE COMMITMENT OF ALL MEMBER BOARDS

OBJECTIVE

All Member Boards will be represented on the Executive Committee

ACTIVITIES

- * The Annual General Meeting will be asked to amend the current By-Law No. 3 re: Officers and Executive Committee. Upon approval, the following will be effective immediately:

The Executive Committee shall include the Officers elected at the Annual General Meeting, the Chairpersons of Standing Committees elected from within the Committees, and Members-at-Large to be selected on the basis of one trustee representative, where available, from each member board not represented through the electoral process.

- * Boards will have ensured that their Executive Committee member is prepared to reflect board positions.

OBJECTIVE

ALSBO will have a higher profile with Members Boards.

ACTIVITIES

- * continue regular publication of a President's Newsletter
- * Executive members will report formally and regularly to their boards on ongoing ALSBO activities
- * encourage Member Boards to highlight ALSBO provincial issues in Board publications on a regular basis
- * ALSBO will provide regular assistance to Member Boards on provincial issues through public and media relations strategies
- * every Member Board will schedule a formal annual visit by the ALSBO President or designate.

ALSBO LONG-RANGE PLAN

PROPOSAL FOR EVALUATION

A joint committee consisting of the Long-Range Planning Committee, an ALSRO Executive representative and an ALSBO staff representative hold an annual meeting to evaluate the Long-Range Plan.

The Long-Range Plan Committee member is to bring information/progress report from their Board on the Plan.

The Executive representative and staff representative will bring information from the ALSBO standpoint.

PROPOSAL FOR IMPLEMENTATION

The ALSBO Executive Committee is to develop an implementation plan for distribution to Member Boards by September 1, 1987.

THE ASSOCIATION OF LARGE SCHOOL BOARDS IN ONTARIO

About ALSBO

Since 1976, ALSBO has provided a forum and a common voice for large urban and county boards of education. Our mandate is to promote the interests and concerns of Member Boards. Our activities focus mainly on Ontario Government policy that affects the public education system. But they don't stop there. Nowadays, school boards must deal increasingly with new government initiatives and complex problems. Through ALSBO, they have access to a variety of efficient, cost-effective means of sharing information and responding to issues.

Membership in ALSBO is open to all Boards with a student enrolment of 20,000 or more, as well as defined City Boards and Toronto-area Boards including the Metropolitan Toronto School Board. The Association's head office is in Toronto, close to Queen's Park, and is staffed by an Executive Director, a Director of Government Relations, a Liaison Officer—Public Relations, and two Administrative Assistants.

How ALSBO operates

As a grass roots trustee organization, ALSBO responds to the express needs of our membership. We work closely with Member Boards to achieve three principal objectives:

- ☐ to maintain education of high calibre among the Member Boards
- ☐ to identify and seek resolution of issues fundamental and specific to the large school boards
- ☐ to make representation on behalf of the Member Boards to any association, organization or government.

ALSBO's structure allows for full representation of all Member Boards. We have an elected Executive Committee and three Standing Committees which meet regularly to discuss issues related to Curriculum, Legislation and Finance, and Salary and Collective Agreements, respectively. Member Boards without representation following the annual election of officers name one of their trustees to sit as a Member-at-Large on the Executive Committee.

What ALSBO is doing

ALSBO's first responsibility is to provide a strong voice on behalf of Member Boards at Queen's Park. We closely monitor all provincial activities related to education and lobby provincial M.P.P.s and officials to ensure that the interests of Member Boards are heard. ALSBO responds promptly to draft legislation and provides input on policy and program proposals being developed. Committees and task forces research and prepare reports and position papers on various topics, and Member Boards are consulted on all issues under study. In addition, ALSBO keeps track of relevant federal initiatives, and organizes professional development workshops and umbrella projects for Member Board trustees and staff. Here is a sampling of recent and ongoing ALSBO activities.

Lobbying the Provincial Government

- ☐ Collection of up-to-date information to inform the Ministry of Education of capital funding requirements for new construction and renewal of existing schools. (ALSBO was first to focus attention on capital needs of school boards.)
- ☐ Response to Ministry of Education initiatives regarding Heritage Languages, with suggestions for implementation and development of a viable system.
- ☐ Presentation of ALSBO's position on Bill 100, The School Boards and Teachers Collective Negotiations Act, to the Standing Committee on General Government, stressing the need for amendments to the legislation in order to streamline the negotiating process.
- ☐ Working with the Association of Municipalities of Ontario, the Ministry of Municipal Affairs, and the Ministry of Education regarding municipal tax transfers, to improve the cash flow to school boards.
- ☐ Response to Shapiro Commission Report on Private Schools. Current monitoring of Ministry of Education and government-wide internal process for consideration of the report.
- ☐ Continued lobbying on the effects of pooling of industrial and commercial assessment for the funding of education.
- ☐ Presentation of ALSBO position on the extension of funding to the separate secondary school system (Bill 30), reaction to proposed amendments to the legislation, and a campaign advising M.P.P.s of likely local effects to public school boards.
- ☐ Response to Green Paper on Pay Equity, stressing costs and implications to school boards as employers. ALSBO also obtained funding for a work group to develop guidelines to help school boards implement Pay Equity.
- ☐ Provision of staff resources and funds to OPEN (Ontario Public Education Network) to assist in a province-wide lobby on behalf of public education during the provincial election campaign.
- ☐ Working directly with Ontario Treasurer to improve provincial grants to school boards.
- ☐ Ongoing monitoring of the interministerial staff committee reviewing recommendations of the Macdonald Commission on the Financing of Elementary and Secondary Education in Ontario.

Representation on provincial policy committees

- ☐ Ministry of Education review of secondary school marks and credits.
- ☐ Ministry of Education study of trustee representation in Ontario.
- ☐ Work Group with Ministry of Education, Ontario School Trustees' Council, Ontario Teachers' Federation and Supervisory Officers to examine issues related to the Definition of a Teacher in Ontario education legislation.
- ☐ Ontario Public Education Panel on AIDS.

Task Forces

- ☐ The Child Care Task Force is investigating the role of school boards in the area of child care and developing a provincial workshop for the education community.

- ☐ The Task Force reviewing Adult and Continuing Education has been lobbying for increased provincial grants. ALSBO also participated in the Galaxy Conference on Adult Education and offered a highly successful joint ALSBO/CESBA workshop on unresolved issues for school boards in adult and continuing education.
- ☐ The Task Force on Technical Studies is examining issues related to technical education.

Professional Development

- ☐ A Provincial Evaluation Workshop for Member Board trustees and staff sponsored by the Curriculum Committee.
- ☐ A provincial workshop addressing Sensitive Issues in the Curriculum, including AIDS, Race Relations, Peace and Security.
- ☐ A workshop on Lobbying to assist Member Board trustees to develop specific lobbying skills. This is the first phase of ALSBO's long-range plan to develop a School Trustee Lobbyist Forum where school board lobbyists (trustees and/or staff) can exchange information on local and provincial issues, strategies and tactics.
- ☐ A workshop on Legal Issues to promote discussion of current legal issues in education.

Umbrella Projects

- ☐ The Computer-Based Learning Materials Project develops software for classroom use. Through this consortium, Member Boards have access to a wide range of educational software at reduced prices (about 10 percent of market price—\$220,000 value for a \$20,000 investment).
- ☐ The Curriculum Development and Sharing Project, another consortium, jointly develops curriculum guidelines and materials at a fraction of the regular costs.
- ☐ The Lawyers' Forum provides an opportunity for lawyers interested and specializing in educational issues to meet and discuss current legal issues, and decisions, trends, and future developments in education law.

Lobbying the Federal Government

- ☐ Monitoring activities at the federal level and developing lobbying strategies for Ontario's education community.
- ☐ Researching and writing submissions on behalf of OSTC, OTF, and OAEAO for the House of Commons Committee on Bill C-60, concerning Copyright.
- ☐ Research on the probable impact on school boards of the Federal Business Transfer Tax proposal. ALSBO took part in a CSTA national lobby to influence federal authorities to protect school boards from hidden sales tax increases. (ALSBO is the only Ontario public trustee association member of the CSTA and will be co-hosting the 1988 CSTA Congress in Ottawa).

Looking ahead: Leadership in public education

ALSBO and our Member Boards will continue to take the lead in identifying and publicizing issues facing public education in Ontario. Our long-range plan to 1990, approved unanimously by Member Boards, calls for:

Promoting a strong public school system

- ☐ ALSBO will provide regular professional development for Member Boards through professional development seminars, in addition to holding the annual conference on issues in education.
- ☐ ALSBO will continue to assist Member Boards in the joint development of curriculum materials.
- ☐ ALSBO will actively support the formation of one public school trustees' federation.

A strong pro-active and re-active lobby

...at Queen's Park and the Ministry of Education

- ☐ To encourage the Ministry to seek the Association's input on policy development, ALSBO will arrange monthly meetings between its President or designate and Legislative Members and officials of the Ministry. ALSBO will provide quick responses on key issues, and maintain our full-time lobbyist at Queen's Park.

...through Member Boards, with local M.P.P.s, municipal,
regional and county councils, and community groups
...with other provincial organizations

- ☐ ALSBO will assist Member Boards in establishing liaison with local groups in order to lobby actively at the local level on educational issues. This will be accomplished through annual training workshops on lobbying skills for Member Boards' designated trustee lobbyists, semi-annual meetings to exchange information and strategies, and reports to Member Boards on ALSBO lobbying initiatives. To strengthen communication from ALSBO to Member Boards and among Member Boards, ALSBO will act as a clearing house for information on individual Board issues, facilitate joint projects among Member Boards, and co-ordinate support wherever possible for individual Board initiatives on issues that affect all large boards.

Strengthening the commitment of all Member Boards

- ☐ All Member Boards are now represented on the Executive Committee, either through the electoral process or by a Member-at-Large. To promote the Association's profile with its membership, ALSBO will continue regular publication of the President's Newsletter, and Executive Members will report regularly to their Boards on ALSBO activities. ALSBO will also encourage Member Boards to highlight ALSBO provincial issues in their publications, and assist them on provincial issues through public and media relations strategies. The ALSBO President will arrange a formal annual visit to each Member Board.

Association of
**LARGE
SCHOOL
BOARDS**
in Ontario



1988 02 04.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

Re: McIlwraith School and Site - 50 Murray St.

McIlwraith school was opened in 1925 and closed in 1976. The building has been rented from that period to the present but because of higher repair costs every year, the decision to sell the property was approved by the Board in March 1986.

We formally notified all priority agencies of our intention to sell this property and received replies of "no interest" from all agencies including the Hamilton-Wentworth Roman Catholic Separate School Board.

An appraisal was done as required by the Ministry for any sale and the appraised market value was \$250,000.

Tenders were received on August 15, 1986 for the purchase of the building and site and the highest bid was \$172,000. The Board decided not to sell at that time.

We have received an offer to purchase the building and site which is above the appraised value. The Ministry of Education indicates it is proper to accept the offer because Ministry regulations have been observed.

The Board presently uses two classrooms in McIlwraith School and we have been advised that these classes can be accommodated within another school in the vicinity.

Therefore, we recommend that the Board accept the offer to purchase McIlwraith School and site.

RECOMMENDATION - That the offer of \$350,000 from Mission Services of Hamilton Inc. for the purchase of McIlwraith School and site be accepted

Respectfully submitted,

sf. John Penner,
Superintendent of Finance and Treasurer.

Board of Education

Hamilton, Ontario

1988 02 03

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Consolidation of Trust Funds and the Foundation

The Trust Funds of The Board of Education for the City of Hamilton have been established over the years as a means of providing funds for various educational purposes, including achievement awards. Currently there are twenty-eight separate trust funds worth approximately \$76,000 in total, with annual awards of \$6,000. Subject to trust deeds setting out the terms of the awards, etc., these funds have been administered by various Board committees including the Trust Fund Committee until 1971, the Finance Committee until 1974, and the Business Management Committee until 1987, when they became the responsibility of the Operations Management Committee under the reorganized committee structure.

Since contributions to trust funds are not deductible as charitable donations for income tax purposes, The Board of Education for the City of Hamilton Foundation was incorporated in 1976. This registered charity is administered by a three-member board of directors presently composed of Mr. Arnold J. Krever (Chairman and President), Mr. John Penner (Secretary and Treasurer) and Mr. Peter S. Beveridge.

The objectives of the Foundation as stated in the incorporating Letters Patent are to receive and maintain a fund or funds for charitable purposes, and from time to time distribute all or a part of the funds or the income earned by the funds to or for the benefit of The Board of Education for the City of Hamilton or any other association, foundation or person, the objective of which relates to the education of persons.

To assist in the operation of the Foundation's funds, Terms of Reference consistent with the above objectives are drawn up and approved by the Foundation's Board of Directors following consultation with the donors where possible and the intended beneficiaries. These Terms of Reference fulfill a role in managing the Foundation's funds similar to that of Trust Deeds for the Trust Funds.

Our auditors advise that no adverse tax effects would result from a transfer of the Trust Funds to the Foundation. In addition, such a transfer would allow future contributions to all funds to be tax deductible. At present only contributions to the Foundation are tax deductible.

Due to the similar nature of the Trust Funds of the Board of Education and the funds of the The Board of Education for the City of Hamilton Foundation, the registered charity status of the Foundation, and consistency of all existing Trust Deeds with the objectives of the Foundation, it is recommended:

THAT ALL PRESENT TRUST FUNDS OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON BE TRANSFERRED TO THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON FOUNDATION EFFECTIVE 1988 01 01.

Respectfully submitted,

John Penner,

Superintendent of Finance and

Treasurer

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustee Baskin, Deans, and Desmarais;
Mesdames Knol, Oommen, Masters and Tilbury;
Messrs. Foster and Omerod; Miss Dalziel;
Drs. Brennan and Jacobs.

Also

Present: D. Hutton (OSSTF); A. Robertson (Principal, Westmount);
R. Simpson (HPA).

Officials

Present: P. Beveridge (Superintendent of Curriculum, Special & Educational
Services [Designate]),
F. Kelly (Superintendent of Schools, Area 2),
F. Neumann (Administrative Assistant to the Director of Education),
R. Adams (Supervisor, Special Education),
J. Henry (Gifted Consultant).

The Committee recommends:

GENERAL

1. That the Special Education Advisory Committee supports the recommendations presented in the "Review of the Gifted Program" report.
2. That the Special Education Advisory Committee appoint a representative to sit on the Accommodation Committee.
3. That the Accommodation Committee continue to take into account the need for special education students to remain as much as possible in the same family of schools and with the same peer group.

Respectfully submitted,

Judith Bishop,
Chairman.

Meeting Room,
1988 01 20.

100 Main Street West
Hamilton, Ontario
1988 01 20

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

BACKGROUND INFORMATION

The Board instructed its officials on 1987 05 14 to complete a review of the Gifted Program. The parameters of the review were outlined in a paper submitted to the Board by Dr. Colin Pryor and Peter Beveridge. In the pages following, a summary is offered of findings in respect to that review. In addition, the Review Committee has added possible recommendations for change.

CONCERNS RELATIVE TO THE GIFTED PROGRAM

It is necessary in presenting the review findings to briefly outline the focus of the Board's concerns in 1987.

- First, the Board wished to review both the identification process used to select Gifted students and the delivery of challenging curriculum to those students selected. Of specific interest to the Board was the problem of delivering individualized programming to students of differing ability in specific subject areas. Question was raised in this respect in relation to the ability of one teacher to meet the diverse needs of all the students in his/her class.
- Secondly, elected officials were also concerned with respect to the social insularity of Gifted classes.
- Thirdly, specific concerns in the secondary system focussed on the continuation of separate Gifted classes and the role of the Gifted Learning Resource Teacher in facilitating curriculum adaption for students in the mainstream.

THE REVIEW PROCESS

To address the issues noted above and to review the program in its entirety, the Special Services staff concerned, namely Mr. John Henry and Mrs. Cynthia Wilkinson, made use of a number of administrative strategies and assessment procedures.

Teachers and students in the Gifted Program were consulted both individually and in groups. Such consultation was the basis for further discussion with Principals, Supervisors of Curriculum and parents. Position papers which resulted from such discussion were circulated to the Review Committee and comments invited.

Of special concern in the review process was the close scrutiny of curriculum adequacy in respect to Gifted students achieving a firm foundation in basic subject areas. Mr. John Henry took the primary responsibility for this area of review and worked closely with selected Supervisors in order to examine the adequacy of the Gifted curriculum.

Following the process of consultation, review and synthesis noted above, the attached report was submitted to the Gifted Review Committee. This Committee includes both parental representation through SEAC and Curriculum and Special Services staff.

It is apparent from discussion at the Review Committee level that the development of an appropriate program for gifted students is an extremely complex process. The problems and opportunities we have encountered will call forth a new flexibility in our approach to students that are deemed gifted during an Identification, Placement and Review process.

Accordingly, I would offer the attached report, completed by the Review Committee, as the first step in what will become an ongoing pattern of evaluation and change.

Prepared and submitted by: Peter S. Beveridge
Superintendent of Curriculum and Special &
Educational Services (Designate)

rm

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: REVIEW OF THE GIFTED PROGRAM

MANDATE

- (a) That the Board officials authorize a review of its policies and procedures relative to the gifted program with specific reference to the report from the officials on Suggested Strategies for Review of the Gifted Program
- (b) That such review be completed by December 31, 1987.

(Board Meeting 1987 05 14)

BRIEF OVERVIEW OF THE PRESENT PROGRAM

- Kindergarten • Individualized programming
- Primary Division • No formal identification for the Gifted in the Primary Division (reason: Letter to Ministry - Appendix I)
 - Gifted services provided by four Gifted Learning Resource Teachers (GLRTs) who work directly with the pupils, teachers and parents and provide a clustering program in defined city areas on a regular basis
 - Individual testing at the end of Grade 3
- Junior Division • Congregated Gifted classes in Grades 4,5
- Middle Schools • Grades 6, 7 and 8 are also congregated.
Students receive instruction from teachers of the gifted and subject specialists.
- Secondary Schools • Every Composite Secondary School has a GLRT.
Additionally, two Composite Secondary Schools have operated congregated Gifted classes:
 - .Westmount, Grades 9 and 10
 - .Sir John A. Macdonald, Grade 10

RATIONALE FOR CHANGE

•General Concerns:

1. Elementary Program

(a) The insularity of the Gifted classes.

Students are restricted to the same group for a considerable period of time. A student might possibly stay in one class from Grade 4 to Grade 10 with little rotation of new or additional students into that class.

(b) The generality of the Gifted classes.

The question has been raised whether one teacher can offer instruction to gifted students across a variety of subject areas at a depth commensurate with the diverse abilities of these students.

(c) The homogeneity and exclusiveness of the Gifted classes.

Not all students attain high scores and an even profile across a variety of subject areas. Some students, for example, show exceptional strength in Mathematics but may display average or indeed below average ability in English, History, Geography or Science. These students do not qualify for access to segregated Gifted classes and, in the opinion of some parents, are not adequately served in the regular classroom.

2. Secondary Program

The pattern that has emerged from the program selection by secondary students has shown us that, in special circumstances, congregated classes for the Gifted may be viable. Generally, however, these students require separation and differentiation of subject material based on the profile of each individual student's abilities and interests.

GENERAL FINDINGS OF THE COMMITTEE TO REVIEW THE GIFTED PROGRAM

- | | |
|--------------------|--|
| ▪Kindergarten | • no change required |
| ▪Primary Division | • no change required |
| ▪Junior Division | • needs:
.core curriculum specified
.specific teaching strategies identified |
| ▪Middle Schools | • concern re
.drop out rate from Gifted program
.higher drop out rate from Gifted program by female students |
| ▪Secondary Schools | • concern re
.enrolment numbers in congregated Gifted classes
.subject-specific giftedness |

CONCLUSIONS

In the Elementary panel, our research now indicates that parents are reasonably content with Gifted programs in the primary/junior division. Our experience as educators, however, has led us to broaden the concept of Giftedness, namely that Giftedness represents the unique combination of a student's intellectual ability within one or more recognized areas of achievement.

In the Middle School, the congregated Gifted class concept in specific subject areas has proven valuable and is now ready for expansion

In the Secondary panel, it would appear that gifted students no longer wish to be considered "generally gifted", but rather specifically competent in the subject area(s) of their choice.

SUMMARY OF RECOMMENDATIONS of the COMMITTEE TO REVIEW THE GIFTED PROGRAM

- Kindergarten Teacher modification of program will continue to address individual needs.
- Primary Division
 - That no formal testing be conducted to identify gifted students for programming in the primary division.
 - That the primary Gifted program continue in its present form which includes withdrawal and program modification
 - That mini-clusters be formed within schools or families of schools for program enhancement.
 - That major clusters of about 40 students from across the city participate in a yearly 'Special Event'. (e.g. Drama, Mathematics, Visual Arts)
 - That transportation be provided for students participating in the major cluster events.
- Junior Division
 - That students will be identified as "gifted", using the short form of the WISC-R; those students obtaining a score of 125 or above go on to final selection by means of the full WISC-R and other tests.
 - That for students identified as "Gifted", the congregated gifted program offered by the Hamilton Board of Education be recommended.
 - That the curriculum for congregated gifted classes be specified.
 - That those students whose parents reject placement in congregated classes continue in regular classroom settings.
 - That those students so identified as "exceptional", program and placement will be annually reviewed, as required by legislation.

- Middle School
 - That the Gifted program be congregated in Math, English, Geography and History (Social Studies/Grade VI) and Science.
 - That integration of gifted students into the mainstream of student programming should be attempted wherever practical.
 - That consideration be given to integrating a small number of 'bright' and non-identified students into the congregated gifted classes in specific subject areas for certain blocks of time.
 - That consideration be given to additional in-service for both teachers of the Gifted and regular teachers who program for integrated gifted students.
- Secondary Schools
 - That the GLRT program be continued but with renewed emphasis on the role of the GLRT: as one who acts as a facilitator to gifted students and their teachers in order to better integrate these students into their specific subject area programs with a minimum or no withdrawal from the regular classrooms.
 - That congregated classes be offered only at Westmount Secondary School.
 - .Gifted - Grades 9 and 10 (4 classes)
 - .Enhanced - Grades 11 and 12
 - That programs for gifted students in the congregated setting be so designed that they may choose all or some subjects as congregated.
 - That the OAC level courses for the Gifted are completely integrated into the mainstream of regular programming.

Other Recommendations

That the present Committee to review the Gifted Program be maintained in order to monitor the progress of present change and investigate future directions.

Report submitted by:

Committee to Study Gifted Education:

Chairman: Peter S. Beveridge, Superintendent of Curriculum and Special & Educational Services (Designate)

Gifted Consultant:

John Henry

Psycho-Educational Consultant for the Gifted:

Cynthia Wilkinson

SEAC:

Judy Masters

Headmasters:

Andy Robertson

Middle School Principal:

Bruce Wallace

Junior School Principal:

Diane Cole

Primary/Junior Supervisor:

Barbara Howard

Area Superintendent:

Jim Forrester

Supervisor of Psychological Services:

Dr. Colin Pryor

Supervisor of Research Services:

Owen Jackson

Supervisor of Special Education:

Bob Adams

Administrative Assistant:

Fred Neumann

Approved by: A. J. Krever, Director of Education and Secretary

The Board of Education for the City of Hamilton

PAGE 38

OFFICE OF THE
ASSOCIATE SUPERINTENDENT OF
CURRICULUM AND SPECIAL SERVICES



100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

1987 09 22

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L4

Mr. J. F. Rees
Regional Director of Education
Ontario Ministry of Education
2025 Sheppard Avenue East
Willowdale, Ontario M2J 1W4

Dear Mr. Rees:

Thank you for your letter of September 15, 1987, reflecting your analysis of the report on the provision of special education programs and services offered by the Board of Education for the City of Hamilton.

We do appreciate the interest and the thoroughness of the Special Education Review Committee of the Central Ontario Regional Office in reviewing the report. We are pleased with the commendation for our commitment to exceptional pupils in Hamilton. As you are aware, equal opportunity for atypical learners is a high priority within our system.

We note the two areas in your analysis outlined for further study and offer the following comments in response to your queries:

I . "no identified francophone exceptional pupils"

Currently there are six identified francophone students at Georges P. Vanier Secondary School who are being served by the learning resource teacher assigned to that school.

. "no pupils at the primary level identified as gifted ..."

While we endorse the importance of providing appropriate programs for Gifted primary pupils, we question the merit of labelling students at such a young age. Early indicators of advanced development such as precocious language development or advanced reading skills have been found to be poor predictors of later intellectual development. Also, many of the psychometric measures of intellectual ability do not provide adequate ranges for assessing students in the age range of 6 and 7 (i.e. WISC-R, McCarthy, K-ABC).

Therefore, we have elected to provide Gifted services for primary pupils by four Gifted Learning Resource Teachers who work directly with the pupils, teachers and parents and who provide a clustering program in defined city areas on a fairly regular basis, without formally labelling the students.

- . "the number of exceptional pupils in the secondary level is significantly less, proportionately, than the number in the elementary level ..."

Supporting a philosophy of integration, we are currently employing a continuum of strategies that allows us to provide support without deeming students with a lesser degree of disability as "exceptional"

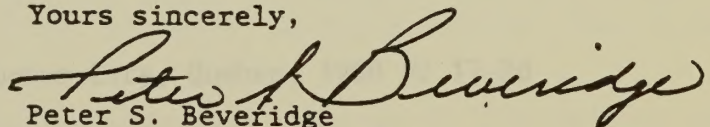
- (i) the semester system of providing an educational program which allows for greater course flexibility, the ability to tailor a program to meet individual needs and the possibility of experiencing course success at the end of each semester period
- (ii) the existence of six designated vocational schools which provide excellent programs to meet the academic and vocational needs of the students in attendance.
- (iii) the impact of the learning resource teachers assigned to each secondary school
- (iv) the program modification that is being implemented by the regular teachers to meet the various learning styles of the students, and
- (v) the impact of OSIS as teachers and students adjust programs to accommodate its implications.

II "Maximum class size as specified in Regulation 262..."

Following the fall term Annual Reviews, all classes for pupils with specific learning disabilities will be in accordance with the maximum of 8, as stipulated in Regulation 262.

If further clarification is necessary, we would be most happy to discuss the same with Mr. Colin Jutzi at his convenience.

Yours sincerely,



Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

TM

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

- (i) Delta, Grades 10-13, Upper Canada College, Toronto, 1988 02 15-16 (Monday to Tuesday)
- (ii) Delta, Grades 9-13, Band Members, Montreal, Quebec, 1988 04 28-30 (Thursday to Saturday)
- (iii) Hill Park, Grades 11-13, Outdoor Education, Killarney Provincial Park, 1988 05 27-30 (Friday to Monday)
- (iv) Scott Park, Grades 9-13, Kissing Bridge/Bristol Mountain, N.Y., 1988 02 24-25 (Wednesday to Thursday)
- (v) Scott Park, Sr. History, Washington, D.C., 1988 05 12-15 (Thursday to Sunday)
- (vi) Sherwood, Gifted Students, Upper Canada College, Toronto, 1988 02 14-16 (Sunday to Tuesday)
- (vii) Adelaide Hoodless, Grade 6, Outdoor Education, Camp Wanakita, 1988 06 12-15 (Friday to Monday)
- (viii) Cardinal Heights, Grade 8, Quebec City, Quebec, 1988 02 17-20 (Wednesday to Saturday)
- (ix) Elizabeth Bagshaw, Grade 7, Ottawa, 1988 05 11-13 (Wednesday to Friday)
- (x) Elizabeth Bagshaw, Grade 8, Outdoor Education, Camp Wanakita, 1988 16 15-18 (Wednesday to Saturday)
- (xi) G. L. Armstrong, Grade 8, Ottawa, 1988 06 01-03 (Wednesday to Friday)
- (xii) Westview, Grade 7, Outdoor Education, Camp Arowhon, Algonquin Park, 1988 06 14-17 (Tuesday to Friday)

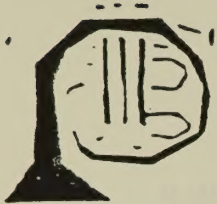
(b) That up to \$6,000 be approved as bridge money until grant approval is received for the computer co-ordinators at the Robert Land and Parkdale Community Schools.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

JAN 18 1988



HAMILTON PHILHARMONIC YOUTH ORCHESTRA

GLENN MALLORY, Music Director & Conductor
P.O. Box 2080, Station "A", Hamilton, Ontario L8N 3Y7

PAGE 41.

581 Galway Drive,
Burlington,
Ontario L7L 2S6

January 9th, 1988.

Mrs. Ruth Van Horne, Chairman,
Board of Education for the City of Hamilton
100 Main St. West,
Hamilton. Ontario. L8N 3L1

Dear Mrs. Van Horne,

Twenty four members of the Hamilton Philharmonic Youth Orchestra are students of the Hamilton Board of Education.

The HPYC has been chosen to participate in the Canadian Festival of Youth Orchestras in Banff, Alberta in April of this year. The opportunity to represent the Hamilton Area in a music festival which features musicians from all regions of Canada with Federal and Provincial Members of Parliament present is indeed an honour. Being selected to OPEN the 1988 Festival is an added tribute.

The total cost per student is \$725.00 and of this parents have already paid \$400.00. The remaining amount is being raised locally. We are requesting the support of the Hamilton Board of Education in the amount of \$100.00 per Hamilton student to help defray the cost of this prestigious event.

A similar request is being sent to all Boards of Education which HPYC members attend.

We will be glad to recognise the Board's support at our March 6th concert programme which you are cordially invited to attend.

I would be delighted to answer any questions you may have and look forward to hearing from you.

Yours sincerely,

Joan Speller
(Joan Speller)
Co-Ordinator-H.P.Y.O.
634-2416

cc: Mr. A.J. Kreever
Director of Education.

HAMILTON BOARD OF EDUCATION

1. Cecilia Chang
2. Anne-Marie Vallentyne
3. Ruth Balyta
4. David Macdonald
5. Colin McCulloch
6. Sue Dagg
7. Elizabeth Reid
8. Kalan Comba
9. Jill Miles
10. Krista Muller
11. Ruth Woodward
12. Corey Gemmell
13. Rebecca Dent
14. Kirsten Hambleton
15. Linda Lee
16. Wei Yee Lee
17. Sue Plaice
18. Colin Watson
19. Judy Wong
20. Brian O'Conner
21. Robert Gruber
22. Tania Lopez
23. Becky Magill
24. Stephanie Numan

Westdale Secondary

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Barton Secondary School

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Sir Allan McNab

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Scott Park Secondary

Ryerson

WestView

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 03 08

Confirmation of the minutes of the last regular and special meeting of 1988 02 03.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Recommendations re: Thornbrae Accommodation - (tabled at February Operations Management Committee - 1988 02 09) - **pages 1-8.**
2. Recommendation from the 1987/1988 Accommodation Report re: Closure of Comley School - **page 9.**
3. Report re: Portables at R. A. Riddell - (referred from February Board meeting - 1988 02 18.) - **pages 10-12.**
4. Visual Art Careers Day - (postponed from February Operations Management Committee - 1988 02 09.)

NEW BUSINESS:

1. Recommendations of the Director of Education - **see revised page 13.**
2. Investment of Short Term Funds - **pages 13A - 13D.**
3. Cash Flow - **pages 13E - 13H.**
4. Appointment of Architect - G. R. Allan School.
5. Sale of Portables - R. A. Riddell.
6. Transfers to Capital Reserves - **page 14.**
7. Purchase of Gas Burners - **pages 15 & 16.**
8. Templemead Neighbourhood: (a) Sale to City for Roadway Purposes. — **pages 17-20.**
(b) Easement to Region for Sewers.
9. Barnstown Neighbourhood - Exchange of Lands of Oakdale Estates - **pages 21-23.**
10. Correspondence - Home & School Council - **pages 24-30.**
11. Report re: AIDS Policy - **pages 31-38.**
12. Memorial Bursaries.
13. Report of the Microcomputer Advisory Committee - **pages 39-41.**

ELEMENTARY/SECONDARY

1. Recommendations of the Director of Education - **pages 42 - 43A.**

MARCH 8/88

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 03 08

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1988

Confirmation of the minutes of the last regular and special meeting of 1988 02 03.

GENERAL

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ELEMENTARY/SECONDARY

1. Recommendations of the Director of Education - **pages 42 & 43.**

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1.1.1.1
General Information
1.1.1.1.1

Information on the status of the project and the results of the work done so far.

1.1.1.1.2

1.1.1.1.2.1

1.1.1.1.2.1.1. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.2. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.3. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.4. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.5

1.1.1.1.2.1.5.1. Information on the status of the project and the results of the work done so far.

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1.1.1.1.2.1.5.11. Information on the status of the project and the results of the work done so far.

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1.1.1.1.2.1.5.13. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.5.14. Information on the status of the project and the results of the work done so far.

1.1.1.1.2.1.5.15

1.1.1.1.2.1.5.15.1. Information on the status of the project and the results of the work done so far.

February 29, 1988

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

New information has been provided to the Board by the City of Hamilton Planning Department as of February 24, 1988. That information has been used to prepare the recommendations listed below. Support material for these recommendations is provided on the following 7 pages.

It is recommended that:

1. Students living south of Stone Church Road and east of Upper Gage Avenue (Blocks 90, 91, 92, east half of 97 and 98) and being bussed to Thornbrae in 1987-88 be bussed to Huntington Park School (effective September, 1988);

2. A new school to accommodate a minimum of 400 students be built in Block 79 as quickly as possible to accommodate residents of Block 79 and Block 89, (September, 1989);

3(a) Ryckman's Corners School be reopened as soon as the present lease expires (June 1988);

3(b) The present combination playroom/kindergarten be renovated to provide two kindergarten rooms;

3(c) A gymnasium be added to the school;

PLEASE NOTE: This school should be used for many students now being bussed to Ridgemount School from Rymal Road West and adjacent areas and for growth in Block 87 which Pauline Johnson will be unable to accommodate;

4. James Macdonald School receive a substantial addition in 1990;
OR

Consideration be given to building a new school in Block 87 (Wellington Chase) in 1990 or 1991;

5. One additional portable class room be added to Thornbrae to accommodate the growth in Block 89 pending the completion of the new school in Block 79.

A CONSIDERATION

Parents now living in Block 90 (east of Upper Gage and south of Stone Church) be given the option of being bussed to Thornbrae for one more year or being bussed to Huntington Park effective September, 1988. At present, 50 students living in Block 90 attend Thornbrae. This may necessitate an additional 1 or 2 portables at Thornbrae.

Prepared by: P. Gillie, J. Forrester, D. Rothwell, O. Jackson

Submitted by: A. J. Krever

Approved by: Senior Management

A REVIEW OF UPPER CITY POPULATION: FEBRUARY 25, 1988
 FORECASTS BY NEIGHBOURHOOD BASED ON COMMUNITY GROWTH
 AND 8.2% YIELD FOR JRK TO GRADE 5 (INCLUDING JR SP ED)

PAGE 3.

BLOCK	TOTAL POPULATION				ENRLMNT	JRK-5	ADDITIONAL ENROLMENT			TOTAL ENROLMENT COMBINING		
	1987	88&89	1990	1991	JRK-5 SEP80 1987	AS % OF 1987 T.PPN	BASED ON 8.5% YIELD			GROWTH AND 1987 ACTUALS		
					1987		1989	1990	1991	1989	1990	1991
							1989			1989		
62	3633	378			307	0.085	31	0	0	338	338	338
63	3379	273	42		245	0.073	22	3	0	267	271	271
64	4886	466	269		286	0.059	38	22	0	324	346	346
65	1347				73	0.054	0	0	0	73	73	73
66	3601	179			176	0.049	15	0	0	191	191	191
67	3692	756	134		281	0.076	62	11	0	342	354	354
68	1563	1023			117	0.075	84	0	0	201	201	201
69	3834	106			214	0.056	9	0	0	223	223	223
70	4351			49	319	0.073	0	0	4	319	319	323
71	3434	172	1580		223	0.065	14	130	0	237	367	367
72	2808	1898	175		344	0.123	156	14	0	500	514	514
73	3289	500			324	0.099	41	0	0	365	365	365
74	2636				332	0.116	0	0	0	332	332	332
75	146				8	0.055	0	0	0	8	8	8
76	181				10	0.055	0	0	0	10	10	10
77	157	642	476		20	0.127	53	39	0	73	112	112
78	138	2132	165	63	65	0.616	175	14	5	266	273	279
79	1312	242	847		162	0.123	20	69	0	182	251	251
80	3797	379			520	0.137	31	0	0	551	551	551
81	816	277	242		70	0.086	23	20	0	93	113	113
82	402	42			13	0.032	3	0	0	16	16	16
83E	1195	1229	525	256	117	0.098	101	43	21	218	261	262
84	240				21	0.058	0	0	0	21	21	21
85	166				9	0.048	0	0	0	8	8	8
86	158	298	1537	249	7	0.044	24	126	20	31	157	178
87	71	1166	1365	1456	10	0.141	96	112	119	106	218	337
88	100	508	186		8	0.080	42	15	0	50	65	65
89	917	343	284	417	63	0.096	28	23	34	116	139	174
90	1238	795	1210	155	153	0.124	65	99	13	218	317	330
91	4				2	0.500	0	0	0	2	2	2
92	76				3	0.039	0	0	0	3	3	3
93	192				5	0.026	0	0	0	5	5	5
94	563				20	0.036	0	0	0	20	20	20
95	456				19	0.042	0	0	0	19	19	19
96W	46				8	0.174	0	0	0	8	8	8
97W	149	526	1407		1	0.007	43	115	0	44	160	160
98W	78					0.000	0	0	0	0	0	0
TOTAL	55051	14330	10444	2645	4599	0.084	1175	856	217	5774	6630	6847

ENROLMENT IN THORNBRAE ELEMENTARY SCHOOL by City Neighbourhood
FEBRUARY 5, 1988

BLOCK	JRK	KGN	GR1	GR2	GR3	GR4	GR5	SL	TOTAL
004			1	1					2
006			1						1
019								1	1
025		1		1					2
035				1					1
037								1	1
050			1			1			2
051							1		1
053			1						1
056	1		1	1				1	4
067			2		1		1	1	5
068	20	13	15	10	13	14	16	1	102
069								1	1
070						1			1
071								1	1
073			1		2				3
078	14	18	12	12	5	13	12		86
079	1	1				1			3
080	1	3		3	1			1	9
082				1					1
088	1	2	2	1	1		1		8
089	9	11	9	9	13	10	12		73
090	7	14	8	7	9	1	4		50
092	1	2					1		4
096	1		2	2					5
097	1								1
098	1	1	1						3
101			1						1
103				1					1
TOTAL	58	66	58	50	45	41	48	8	374

Research Services Department
Hamilton Board of Education
February 9, 1988

STATEMENT OF FINANCIAL ELEMENTS IN THE STATE OF TEXAS
 YEAR ENDING 1900

STATE	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	TOTAL
1900	1											1
1901		1										1
1902			1									1
1903				1								1
1904					1							1
1905						1						1
1906							1					1
1907								1				1
1908									1			1
1909										1		1
1910											1	1
TOTAL	1	1	1	1	1	1	1	1	1	1	1	12

Report of the Board of Finance
 State of Texas
 January 1, 1901

**PROBABLE SIZE OF THORNBRAE WITH NO CHANGES
TO PRESENT BOUNDARIES**

Using Growth in Blocks 68, 78, 89, 90 and 97

1. At 6.5% Yield

	1987	1988	1989	1990	1991
Block 68, 78, 88, 90	327	480	533	612	642
Plus Block 97		15	35	127	127
TOTAL		495	568	739	769

2. At 8.2% Yield

	1987	1988	1989	1990	1991
Blocks 68, 78, 88, 90	327	500	587	686	726
Plus Block 97		18	44	160	160
TOTAL		518	631	846	886

NOTE: Thornbrae Enrolment on January 31, 1988 was 374

NOTE: Thornbrae Ministry Capacity = 395
H.B.E. Cap @ 80% = 316

There are now 3 portable classrooms at Thornbrae
in addition to the above capacity.

NOTES FOR RECOMMENDATION 1

ENROLMENT IN BLOCK 90 ON FEBRUARY 5, 1988

	JRK	KGN	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	SP.ED	TOTAL
CARDNL								1				1
C.B.S.	10	4	7	6	12	9	13	4	9	11	1	86
EASTPK			1		1							2
FERN							1					1
HMPTN										1		1
HUNPK			1									1
LAWFD								12	10	6	1	29
LISGR							1					1
LLGEO			1									1
NOR				1		1						2
RARDDL										1		1
RBEAS		1		1								2
THRBR	7	14	8	7	9	1	4					50
VERN	4	8	3	5	4	7	3					34
VSCMT											1	1
WSVW								2				2
WSWD				1								1
TOTAL	21	27	21	21	26	18	22	19	19	19	3	216

156

These numbers are slightly inaccurate because
postal codes are not established for
some new addresses in blocks 78 and 90.

NOTES FOR RECOMMENDATION 2

Building a New School in Block 79 to accommodate Block 79 and 89
(Some of these students will come from Thornbrae, some will come from Comley).

1. Enrolment Forecast at 6.5% Yield

	1987	1988	1989	1990	1991
Block 79	162	168	178	233	233
Block 89	88	109	110	129	156
TOTAL	250	273	298	342	389

2. Enrolment Forecast at 8.2% Yield

	1987	1988	1989	1990	1991
Block 79	162	178	182	251	251
Block 89	88	110	116	139	174
TOTAL	250	288	298	390	425

March 1, 1988

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

It is recommended that:

1. Subject to a review at the time, Comley Elementary School be closed on the opening of a new school to be built in Block 79.

NOTE: The review should include:

- Discussion with the Comley community to determine the need for a School Review and Analysis Committee;
- Discussion regarding the allocation of the present Comley area to other neighbourhood schools.

Prepared by: P. Gillie, O. Jackson

Submitted by: A. J. Krever

Approved by: Senior Management

The following is provided as additional information:

February 29, 1988

R. A. Riddell, a west mountain school is built to accommodate 568 students. Presently the operational capacity, adjusted for special education needs, is 553.

The west mountain has had several home building periods since the early 1970's. The following chart illustrates the impact of home construction on R. A. Riddell.

DATE	COMMENT	ENROLMENT	NO.OF PORTABLES
Sept. 1972	School opened	153	--
Sept. 1973		189	2
Sept. 1974		371	3
Sept. 1975		446	6
Sept. 1976		557	8
Sept. 1977		600	
Sept. 1978	Permanent Addition (10,130 sq.ft.)		
Sept. 1978		648	7
Sept. 1979		688	7 + double port. (gym)
Sept. 1985		728	9 + double port. (gym)
Sept. 1986		717	10 + double port. (gym)
Sept. 1987		697	10 + double port. (gym)
Feb. 1988		716	10 + double port. (gym)

New surveys, some within sight of the school, others within walking distance of R. A. Riddell are presently reaching completion. It is recognized that students from these new surveys will provide R. A. Riddell with a stable population for the next five to ten years.

Given this expectation, and the fact that several of the existing portables (some in excess of 25 years old need to be replaced, the accommodation committee discussed the possibility of adding a demountable to the school instead of bringing in new portables. The committee believes that given the long range, stable enrolment for Riddell, the removal of portables, and the addition of a demountable wing makes sense. Such a structure would provide one-floor accommodation for pupils from JK to grade eight. This is deemed a desirable objective for the west mountain, where at present, no senior school has the ability to meet the particular needs of physically handicapped students. It is possible that a class of students, drawn from Holbrook and Lisgar could be located at Riddell if access was available. Middle school attendance for these pupils is one of the objectives to be met by special education.

J. Forrester
Superintendent of Schools
/iv

R. A. RIDDELL SCHOOLALTERNATIVE 1Replace 8 portables (22-27 yrs.old)

Cost Estimate:

Demolish 8 existing portables	\$ 25,000
New 8 portables	<u>200,000</u>
	\$ 225,000

ALTERNATIVE 2Replace 6 portables with a "Demountable"
Addition and Replace 2 portables

Cost Estimate:

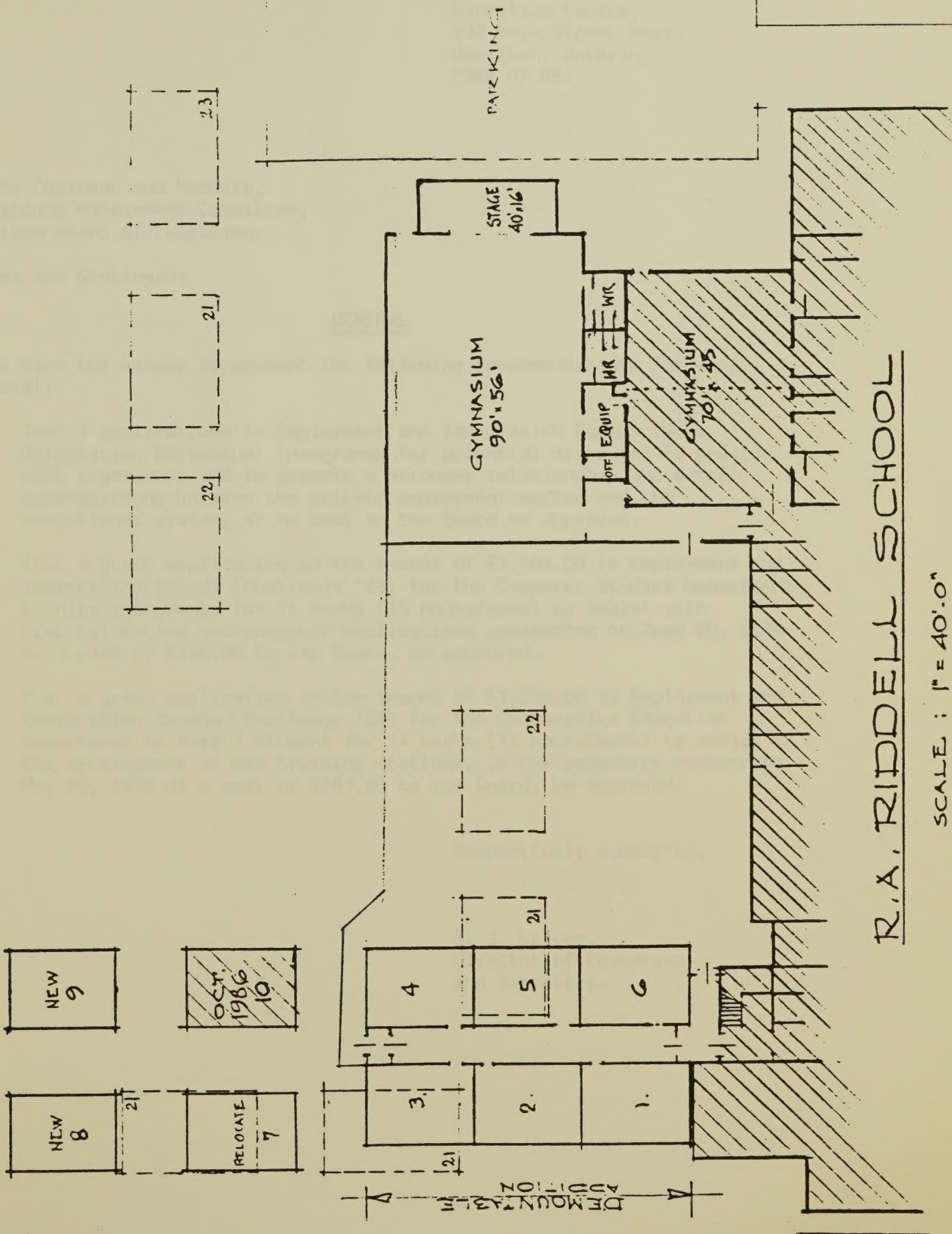
(a) Demolish 8 existing portables	\$ 25,000
(b) Demountable Addition (6,164 sq.ft)	
Construction(\$65.00 sq.ft.)=	\$ 400,000
Modification to exist.bldg.	15,000
Grading of site	20,000
Permit,fees,contingencies	<u>40,000</u>
	475,000
Replace 2 portables	<u>50,000</u>
	\$ 550,000
If brick veneer, instead of metal siding is used -- add	\$ 25,000

ALTERNATIVE 3Replace 6 portables with Permanent
Construction Addition and replace
2 Portables

For details -- see Alternative No. 2

(Construction costs - \$500,000 instead of \$400,000)

Total Cost \$ 650,000



Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 03 08.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

- (a) That 3 applications to Employment and Immigration Canada (Work Orientation Workshops) (programme for potential dropouts) to provide work experience and to promote a stronger relationship and better understanding between the private employment sector and the educational system, at no cost to the Board be approved.
- (b) That a grant application in the amount of \$3,504.00 to Employment and Immigration Canada (Challenge '88) for the Computer Studies Department to hire 2 students for 11 weeks (35 hours/week) to assist with clerical duties and computer applications commencing on June 20, 1988 at a cost of \$326.00 to the Board, be approved.
- (c) That a grant application in the amount of \$2,230.00 to Employment and Immigration Canada (Challenge '88) for the Cooperative Education Department to hire 1 student for 14 weeks (35 hours/week) to assist in the development of new training stations, in the community commencing May 30, 1988 at a cost of \$207.00 to the Board, be approved.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

1988 03 08.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for February 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$93,594 vs \$63,594 in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$95,820 vs \$81,455 in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$95,340 vs \$91,271 in 1987.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE MONTH OF FEBRUARY, 1988

PAGE 13B.

REVENUE FUND

	<u>BANK</u>	<u>AMOUNT</u>	<u>TERM</u>	<u>RATE</u>	<u>INTEREST</u>	
		\$	Month-Day to Month-Day	%	<u>EXPECTED</u>	<u>THIS MONTH</u>
					\$	\$
REVENUE FUND	BM-m	1,175,000	12 31 - 02 01	8.00	8,241	258
<u>SALES</u>	BM-m	550,000	12 31 - 02 04	8.00	4,219	482
	BM-m	450,000	12 31 - 02 08	8.00	3,847	789
	BM-m	250,000	12 31 - 02 09	8.00	2,192	493
	BM-m	350,000	02 02 - 02 09	7.80	524	524
	BM-m	200,000	02 02 - 02 10	7.80	342	342
	BM-m	800,000	12 31 - 02 10	8.00	7,189	1,753
	BNS-m	1,150,000	01 05 - 02 10	7.80	8,847	2,458
	BNS-t	1,700,000	01 18 - 02 10	8.00	8,570	3,726
	BM-m	250,000	01 20 - 02 10	7.60	1,093	521
	BC-m	300,000	01 22 - 02 10	7.50	1,171	616
	BNS-t	1,500,000	01 28 - 02 10	8.00	4,274	3,288
	BNS-t	100,000	01 28 - 02 12	8.00	329	263
	BNS-t	150,000	01 28 - 02 15	8.00	592	493
	BNS-t	130,000	01 28 - 02 15	8.00	513	427
	BM-m	500,000	02 02 - 02 15	7.80	1,389	1,389
	BM-m	250,000	02 02 - 02 18	7.80	855	855
	BNS-t	310,000	02 10 - 02 18	7.75	527	527
	BNS-t	200,000	02 10 - 02 22	7.75	510	510
	BNS-t	250,000	02 10 - 02 23	7.75	690	690
	BNS-t	250,000	02 10 - 02 24	7.75	743	743
	BNS-t	350,000	02 10 - 02 25	7.75	1,115	1,115
	BNS-t	240,000	02 10 - 02 29	7.75	968	968
	BNS-t	700,000	02 15 - 02 29	8.50	2,282	2,282
	BM-m	1,000,000	02 16 - 02 29	8.00	2,849	2,849

TOTAL REVENUE \$13,105,000
 FUND SALES =====

REVENUE FUND	BM-m	200,000	02 16 - 03 01	8.00	614	570
<u>INVENTORY</u>	BM-m	200,000	02 16 - 03 03	8.00	701	570
	BNS-t	200,000	02 18 - 03 03	7.75	595	467
	BNS-t	250,000	02 26 - 03 07	8.00	548	164
	BNS-t	175,000	02 26 - 03 08	8.00	422	115
	BNS-t	175,000	02 26 - 03 09	8.00	460	115
	BNS-t	930,000	02 26 - 03 10	8.00	2,650	612
	BNS-t	600,000	02 29 - 03 10	8.00	1,315	-

TOTAL REVENUE \$ 2,730,000 REVENUE FUND INTEREST EARNED THIS MONTH \$ 30,974
 FUND INVENTORY =====

REVENUE FUND INTEREST EARNED THIS YEAR \$ 93,594
 =====

BNS = Bank of Nova Scotia t = term deposit
 BC = Bank of Commerce m = mortgage
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	PANEL	AMOUNT \$	TERM Month-Day to Month-Day	RATE %	INTEREST	
						EXPECTED \$	THIS MONTH \$
CAPITAL FUND	BNS-m	S	1,887,000	11 16 - 02 15	8.10	38,107	6,281
<u>SALES</u>	BC-t	E	380,000	12 11 - 02 15	8.00	5,497	1,249
	BNS-m	E	<u>1,345,000</u>	12 15 - 02 15	8.10	18,506	4,477
TOTAL CAPITAL			\$3,612,000				
FUND SALES			=====				

CAPITAL FUND	BNS-m	E	1,522,000	01 15 - 03 10	8.25	18,921	9,976
<u>INVENTORY</u>	BNS-m	S	980,000	01 15 - 03 10	8.25	12,183	6,424
	BNS-m	S	995,000	12 15 - 03 15	8.30	20,590	6,562
	BNS-t	E	200,000	02 15 - 03 25	8.50	1,816	652
	BNS-t	E	1,528,000	02 15 - 03 31	8.50	16,013	4,982
	BNS-t	S	730,000	02 15 - 03 31	8.50	7,650	2,380
	BNS-t	S	<u>1,000,000</u>	02 15 - 04 08	8.50	12,342	<u>3,260</u>

TOTAL CAPITAL \$6,955,000
FUND INVENTORY =====

CAPITAL FUND INTEREST EARNED THIS MONTH \$ 46,243

CAPITAL FUND INTEREST EARNED THIS YEAR \$ 95,820
=====

BNS = Bank of Nova Scotia t = term deposit E = Elementary
BC = Bank of Commerce m = mortgage S = Secondary
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		AMOUNT	TERM	RATE	INTEREST	
		\$	Month-Day to Month-Day	%	EXPECTED	THIS MONTH
					\$	\$
RESERVE FUND	BNS-m	861,000	12 30 - 02 10	7.40	7,331	1,746
<u>SALES</u>	BNS-m	1,108,000	11 16 - 02 15	8.10	22,376	3,688
	BNS-m	<u>1,000,000</u>	12 15 - 02 15	8.10	13,759	3,329
TOTAL RESERVE		\$2,969,000				
FUND SALES		=====				

RESERVE FUND	BNS-m	1,000,000	01 15 - 03 10	8.25	12,432	6,555
<u>INVENTORY</u>	BNS-m	100,000	01 15 - 03 11	8.25	1,266	655
	BNS-m	510,000	01 15 - 03 15	8.25	6,916	3,343
	BNS-m	1,487,000	12 15 - 03 15	8.30	30,771	9,806
	BNS-m	550,000	01 15 - 03 17	8.25	7,708	3,605
	BNS-m	475,000	01 15 - 03 21	8.25	7,086	3,114
	BM-m	250,000	02 10 - 03 23	7.85	2,258	1,022
	BM-m	250,000	02 10 - 03 24	7.85	2,312	1,022
	BM-m	368,000	02 10 - 03 25	7.85	3,482	1,504
	BNS-t	<u>2,062,000</u>	02 15 - 04 08	8.50	25,450	<u>6,723</u>

TOTAL RESERVE	\$7,052,000	RESERVE FUND INTEREST EARNED THIS MONTH	\$ 46,112
FUND INVENTORY	=====	RESERVE FUND INTEREST EARNED THIS YEAR	\$ 95,340
			=====

TOTAL PORTFOLIO	\$16,737,000	TOTAL PORTFOLIO INTEREST EARNED THIS MONTH	\$123,329
	=====		=====
		TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	\$284,754
			=====
		TOTAL PORTFOLIO INTEREST TO DATE 1987	\$236,320
			=====
		TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1987	\$ 48,434
			=====

1988 03 08.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 02 29.

REVENUE FUND

Levy receipts from the City of Hamilton are based on the 1987 payment schedule. We will be notified of the actual 1988 payment schedule in April, after the budget is approved.

Grant receipts from the Province of Ontario are also being received according to last year's revised base. By the end of March 1988, payments will total 17% as compared to 12% advanced against the same months in 1987. The actual amount of 1988 grants is not yet known.

Actual expenditures and miscellaneous revenues are reported for the month.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

R E V E N U E F U N D

1988 CASH FLOW

(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH</u> <u>IN (OUT)</u>	<u>BALANCE</u> <u>AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO</u>	<u>OTHER & (BORROWED)</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$ 10,865	11,020	(155) -
January	13,219	15,803	(2,584)	8,281	8,505	(224) -
February	13,218	18,696	(5,478)	2,803	2,730	73

1988 03 08

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1988 PROJECTED CASH FLOW

REVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218

1988 03 08

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

C A P I T A L R E S E R V E F U N D

1988 CASH FLOW

(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH BALANCE IN (OUT) AVAILABLE</u>	<u>INVESTED IN PORTFOLIO OTHER & LOANED</u>
<u>ACTUAL</u>				
Balance Forward 1988 01 01			\$ 7,115	7,109 6 -
January	\$ 43	44	(1) 7,114	7,109 5 -
February	62	218	(156) 6,958	6,955 3 -

RECOMMENDATION

That annual transfers of \$1,000,000 from the General Fund to Capital Expenditures be initiated starting in 1988, reflecting the decreasing level of annual debt charges.

Respectfully submitted,

John Finner
Supervisors of Finance and Treasurer.

1988 03 08

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 03 03.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: TRANSFER TO CAPITAL RESERVES

Current projects indicate that existing Capital Reserves will be exhausted within four years, given the number of building projects being proposed or already committed to.

In addition to the sale of property no longer needed, it has been proposed that Capital Reserves be maintained by making budgeted transfers from the Revenue Fund on an annual basis. These transfers would reflect the decreases in debt charges which this Board is required to finance each year and therefore, would result in no net increase to the local levy. Advantages include placing the Capital Reserves in a strong position to allow long-term accommodation planning and avoiding the necessity of issuing new debentures.

If this program of transfers is not undertaken starting in 1988, it will be necessary to go into debt for major capital projects in the very near future. Consideration should be given to issuing debentures starting with the new school planned for Block 79, due to its large size in terms of dollars. It should be noted that a need to issue debentures may delay the start of the project, since Ministry of Education and Ontario Municipal Board approval would be required before the project could be started.

RECOMMENDATION

That annual transfers of \$1,000,000 from the Revenue Fund to Capital Reserves be budgeted starting in 1988, reflecting the decreasing level of annual debt charges.

Respectfully submitted,

EH:mb

John Penner,
Superintendent of Finance and Treasurer.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 03 03.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

In 1985, the Board approved a rental agreement with Union Gas to convert 19 schools (18 elementary, 1 secondary) from oil to gas. The schools which were converted are listed in "Exhibit A". Terms are monthly rental payments of \$5,409 (\$64,097 per year) for 11 years, at which time the burners will become the Board's property. Any service required during the rental period is included.

The Board has been locked into the rental agreement for the first three years. However, at the end of the three years, an option exists for the Board to purchase the burners at their depreciated value (73% of the original cost). Analysis indicates that the effective annual interest rate for the last eight years of the agreement is approximately 30%, even after consideration is given to the component of the rent which covers estimated service costs. Our investment portfolio is earning 8% currently.

Southmount Secondary School is going to be leased entirely to the Separate School Board effective August, 1988. Therefore, it is recommended that the burner for that school not be purchased at this time.

Exercise of the purchase option on only the elementary schools will cost approximately \$145,000 and result in reduced rental payments of \$54,052 per year for eight years.

RECOMMENDATION

That the option to purchase the gas burners for the 18 elementary schools be exercised in 1988 and that the purchase price of \$145,000 be charged to Capital from Current.

Respectfully submitted,

EH:mb

John Penner,
Superintendent of Finance and Treasurer.

EXHIBIT AElementary Schools

A. M. Cunningham
 Buchanan Park
 Centennial
 Comley
 Glen Brae
 Hillcrest
 Holbrook
 Mountview
 Red Hill

Richard Beasley
 Ridgemount
 Rosedale
 Roxborough Park
 Sir Isaac Brock
 Pauline Johnson
 Vincent Massey
 Westview
 Westwood

Secondary School

Southmount

Education Centre
100 Main Street West
Hamilton, Ontario
1988 03 03

To The Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re - Sale of a strip of land to the
City from the Board site in the Templemead
Neighbourhood Block no. 90 for Roadway
purposes and an Easement for sewer
purposes to the Region.

The Board owns a school site of approx. 17.62 acres in the Templemead Neighbourhood Block no. 90 as outlined on the attached sketch "A". The City would like to purchase Part "4" and Part "6" outlined on sketch "B" for roadway purposes consisting of approximately 0.925 acres at market value of \$64,679.00 as well as an easement of 0.131 acres outlined as Part "5" or sketch "B" for \$4,587.00 which is 50% of the market value of the land.

This will give us access to our property in the event that we would want to build a school in the future as well as open it up for residential development if we decided to sell the site. This area is rapidly developing and the accommodation committee has been monitoring this area.

We would recommend that:

A. The Board sell to the City a strip of land in the Templehead Neighbourhood for roadway purposes by an area containing approximately 0.925 acres for a price of \$64,679.00 and that the purchaser also pay any costs including legal and surveying costs in this sale.

cont'd page 2 . . .

Page 2 . . .

To The Chairman and Members
Operations Management Committee

- B. The Board grant to the Region an easement for sewer purposes being an area of approximately 0.131 acres for a price of \$4,587.00 and that the purchaser also pay any costs including legal and surveying costs in this sale.

Respectfully submitted,

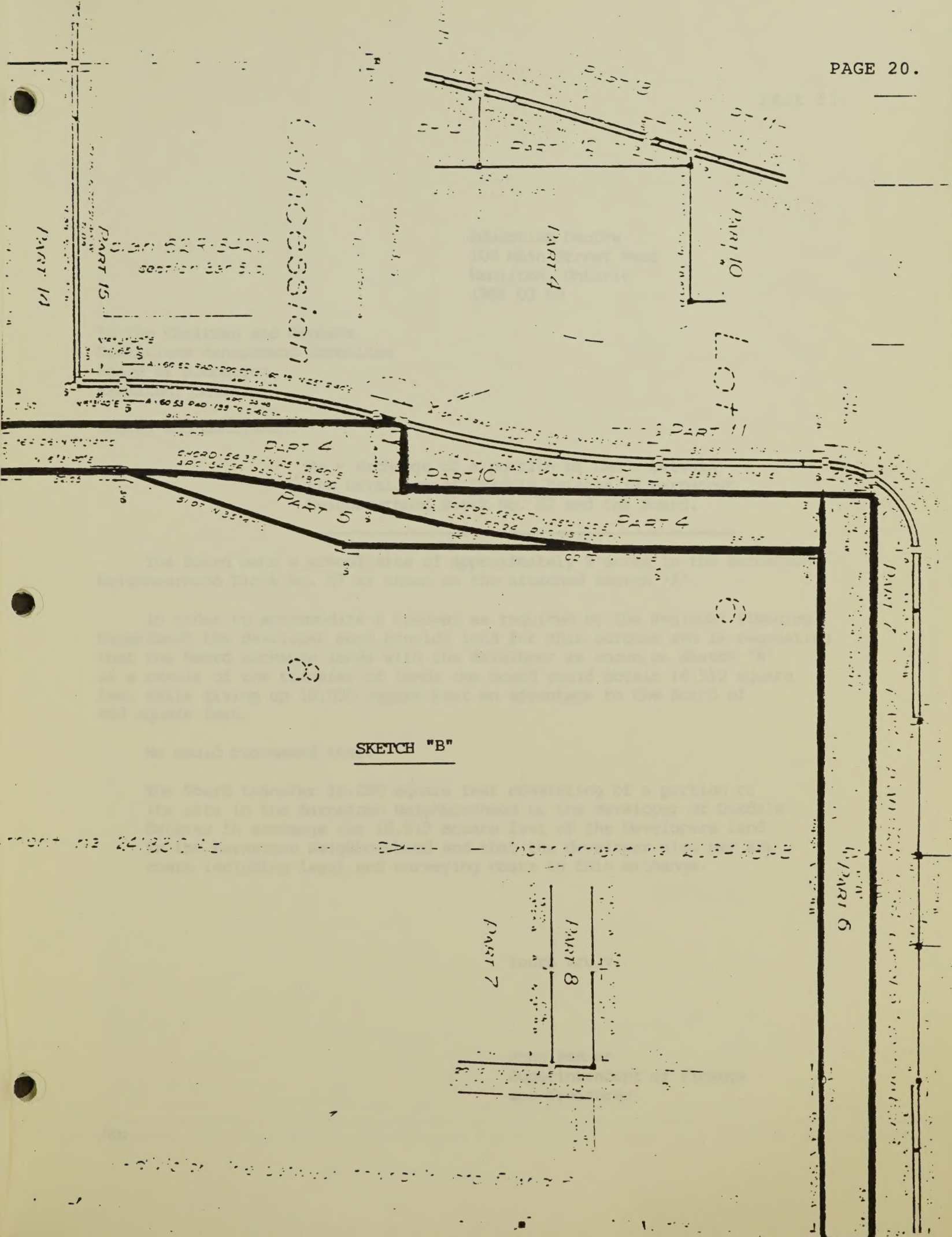
John Penner
Superintendent of Finance
and Treasurer

/nf

encl:



U. S. P. O. A. L.



Education Centre
100 Main Street West
Hamilton, Ontario
1988 03 03

To The Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re - Exchange of a portion of Lands between
the Developer of Oakdale Estates in Barnstown
Neighbourhood Block No. 87 and the Board.

The Board owns a school site of approximately 9 acres in the Barnstown Neighbourhood Block No. 87 as shown on the attached sketch "A".

In order to accommodate a roadway as required by the Regional Planning Department the developer must provide land for this purpose and is requesting that the Board exchange lands with the developer as shown on sketch "B" as a result of the transfer of lands the Board would obtain 18,513 square feet while giving up 18,030 square feet an advantage to the Board of 483 square feet.

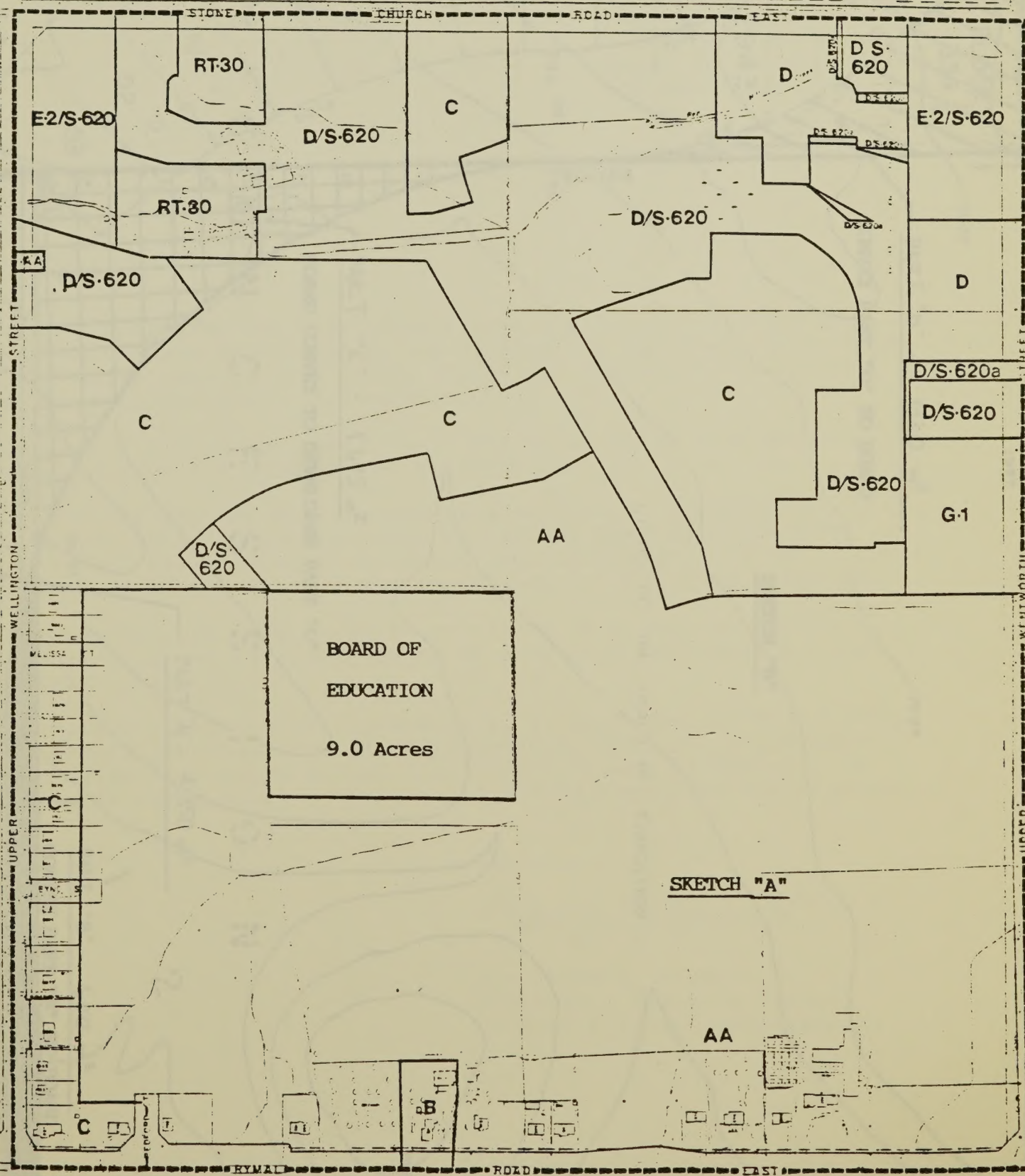
We would recommend that:

The Board transfer 18,030 square feet consisting of a portion of its site in the Barnstown Neighbourhood to the developer of Oakdale Estates in exchange for 18,513 square feet of the Developers land in the Barnstown Neighbourhood and that the developer also pay any costs including legal and surveying costs in this exchange.

Yours truly,

John Penner
Superintendent of Finance
and Treasurer

/kb



227-2943

~~Block~~
338

- PART "D" - 1,120 m²

SKETCH **B**

L.I.F.E. OF THE BEAR OF EDUCATION

PART "C" - 1.675 m²

~~PART "A" - A.550 m²~~

PART "B" - 600 m²

CONVEY PART "B" TO BOARD

N 17° 39' 20" E

201.168

LAWS OF THE CITY OF HAMMILTON

Printed

205.969



THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS
FOUNDED 1933
AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
HAMILTON, ONTARIO

PAGE 24.

February 8, 1988
4 Ravenscliffe Ave.,
Hamilton, Ontario,
L8P 3M4 / 527-2275

Mrs. Ruth Van Horne,
Chairman of the Board,
P.O.Box 558,
Hamilton, Ontario,
L8N 3L1

Dear Mrs. Van Horne,

Please accept the Congratulations from the Council of Home and Schools on your reinstatement as Chairman of the Board of Trustees for a third term. A rare claim indeed for anyone in the history of the Hamilton Board of Education.

Enclosed is a letter prepared by Mr. David Cohen from Stinson Street School and approved by the Council.

The concern for the Core French Program and the availability of the other French Programs in our system has been with the Home and School for some time. A Resolution was accepted by the Federation of H&S in 1972 and reaffirmed in 1984, (see attached).

The Council will look forward to hearing from you. As Canadians, we must be given the opportunity to grow with and learn our two official languages.

"Perhaps by starting it (core french) in grade one we would lessen the demand for immersion. This possibility must be investigated." I am using your words at the inaguration speech of December 16, 1985. We would be happy with a program beginning in Kindergarten.

Sincerely,

Ruth H. Oldham

Mrs. Ruth H. Oldham,
President, Hamilton Council,
of Home & School Associations

January 18, 1988.

Mrs. Ruth Van Horne,
The Board of Education for
the City of Hamilton,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1.

Dear Mrs. Van Horne:

As members of the Hamilton Council of Home and School Associations, we are committed to working within our individual schools, with the principals and their staffs, to make the Hamilton public school system second to none. We want to enhance the educational possibilities for our children and, at the same time, we want to contribute to the strengthening of the idea of a neighborhood-based public school system in Hamilton.

It is with this commitment in mind that we wish to communicate to you our concerns about our children's access to French-language instruction. Our concerns are with our children's futures. The French language is already an essential educational acquisition when entering the job market. We do not feel that starting to study French in Grade 4 is nearly soon enough. Much valuable time--time when the child is especially receptive to language--is being wasted. It is time when a firm foundation for future bilingualism could be built. Core French should begin in Grade 1; in fact, we think kindergarten would be an even better starting time.

The Board considered a proposal last year to begin Core French in Grade 1. The proposal unfortunately was quickly withdrawn. We do not believe the issue got the public airing it deserves.

.../2

- 2 -

We therefore propose that a survey be conducted among parents of all the schools in the Hamilton system to solicit their views on the Core French program; when it should begin, options to it, including Extended French; and other possible enhancements.

In making this proposal, we wish to stress that in the event Core French is introduced at an earlier grade, the existing programme should not revert to the 20-minute time slots from the present 40. We would regard this as a serious dilution. Our intention in making this proposal is to strengthen the existing programme in all its respects, not to dilute it.

As you know, access to French language instruction in Ontario's public school system is by three avenues: Core French, Extended French, and French Immersion (early and late). The first is directly available in our school; the other two are not. This situation, of course, is common to many schools. It is generally accepted that French Immersion affords the best opportunity for becoming functionally bilingual. In theory, it is available to our children--if we are willing and able to transport them to schools that have the programme. In practice, this is extremely difficult (in terms of time and money) for our parents. Moreover, having to transport our children out of the neighbourhood to go to school runs contrary to the idea of the school-as-part-of-the-neighbourhood.

It is our view that Core French, being the one way for our children to acquire French, should be upgraded as a key academic subject, on a par with reading, writing, and arithmetic. We recognize that Core French does not produce complete bilingualism, but it does provide a basis for it. We want this basis for bilingualism as firm as is possible.

We have heard two arguments in favour of the status quo: 1. Introducing Core French in Grade 1 would fragment the curriculum (in which larger blocks of time are needed) with another "itinerant" subject (music and some phys. ed. being the other itinerants). 2. Speaking and listening skills acquired in Grades 1-3 enhance the acquisition of a second language later on.

.../3

- 3 -

We are generally sympathetic to the first argument but it seems to us a matter of administration: choices must be made. Admittedly these might entail extra costs and extra burdens on Board staff. The second argument seems at the very least open to question. It is surely offset by the finding that children who begin learning a second language earlier have a better attitude to it later on.

We feel that, on balance, the enhancement of Core French in our schools is of sufficient importance to justify those extra costs and burdens referred to above. We expect that the majority of our fellow parents feel the same way. We therefore urge you to accept our proposal.

Yours truly,

c.c. C. Ward, Minister of Education
L. Munroe, Minister of Culture and Communications
L. Vine, Trustee
M. Cunningham, Trustee
B. Allen, Trustee
A.J. Krever, Director of Education
K. Rielly, Associate Director of Education
J. Forrester, Area Superintendent
J. Hill, Language Board Supervisor
B. Howard, Supervisor of Primary Junior Education
B. Wilson, Principal, Stinson School

HOME & SCHOOL

SUMMARY OF RESOLUTIONS

ADOPTED BY THE ONTARIO FEDERATION



CONCERN
STUDY
DISCUSSION
CONSIDERATION
AND ACTION

#5. REAFFIRMATION - POOLING OF REAL ESTATE TAXES

Motion to reaffirm - Submitted by: Halton County Council --- Carried

- 5.1 Requesting OFHSA petition the Provincial Government NOT to alter the present system of funding by pooling commercial and/or industrial real estate taxes.

RESOLUTION #10 - 1984 --- FRENCH INSTRUCTION

Returned to the Floor by the Education Committee (see 1984 AGM Motion, Resolution Portion) --- Carried

- (a) Requesting OFHSA petition the Ministry of Education to give the highest priority to ensure that French Language instruction is begun at the earliest possible time, preferably in Kindergarten; AND
- (b) #1. A course of instruction be introduced on a province-wide basis, beginning in five-year old Kindergarten;
#2. The grant structure be changed to encourage more than the minimum 20 minutes of French instruction a day;
#3. Specific financial inducements be introduced to encourage immersion programmes, and that these expenditures be counted as extraordinary expenses for grant purposes;
#4. The province explore with the Federal Government the possibilities of specific and direct financial support for immersion programmes in other areas in the province besides Ottawa-Carleton.

EMERGENCY RESOLUTION - PROPOSED EXTENDED FUNDING TO SEPARATE SECONDARY SCHOOLS

Submitted by: Etobicoke Council --- Carried

- #1. Requesting OFHSA petition the Premier of Ontario and the Ministry of Education to delay the implementation of the proposed extended funding to the Separate Secondary Schools for a minimum of two (2) years from the proposed implementation date of September 1985 AND
- #2. Request OFHSA petition the Premier of Ontario and the Ministry of Education to prepare a white paper on the proposed recommendations of the three established Commissions namely:
 - (a) Planning and Implementation Commission
 - (b) Commission of the Financing of Elementary and Secondary Education in Ontario
 - (c) Commission of the Enquiry into the Role of Status of Independent Schools in Elementary and Secondary Education in Ontario,before draft legislation is introduced into the Ontario Legislature. Time must be allowed for Public consultation, discussion and input before any changes are implemented.

Family Allowance - Health Insurance (continued)

- Requested that the dependent age limit for Ontario Hospital Insurance coverage be removed while a dependent student remains as a full-time student in an educational institution (1974)

Financial Aid to Students

(See Family Allowance - Health Insurance as well)

- Requested that information be compiled and made available to parents of students from Grade 7 up about general financial aids available in Ontario through - 1) scholarships, 2) bursaries, 3) loans from government, universities, charitable foundations, industry and other sources (1962)
- Requested that the monetary value of the Scholarship of Merit be reviewed to the degree that:
 - (a) The present policy of reducing the monetary value accompanying this award be removed, and
 - (b) Consideration be given to increasing the monetary value of this scholarship (1963)

French Language Instruction

- Requested that where elementary and intermediate schools are teaching oral French, the need for teaching Grammar and Composition be examined and that the Department look at the Grade 9 course in secondary school with a view to co-ordinating the programme so that students get the fullest benefit (1961)
- Requested designation of French Language Training Programme as one of high priority, requesting complete implementation of announced goals and objectives, as soon as possible, adopting currently proven techniques of training, mobilizing funds and resources for this purpose, and stressing the importance of this issue to teachers, administrators and school boards (1969)
- Requested voluntary French language instruction programmes beginning at kindergarten and extending to all grades, and that the provincial government request funds for salaries and facilities from the federal government. Requested the federal government to grant such funds (1972)

Guidance

- Requested assistance to all school boards to provide training and personnel, so that adequate guidance departments will function in each community, and that the Department of Education incorporate guidance in the curriculum of all schools (1963)

100 Main Street West
Hamilton, Ontario
1988 03 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Board Policy and Guidelines
Acquired Immune Deficiency Syndrome (AIDS) and
AIDS Related Complex (ARC)

BACKGROUND

Acquired Immune Deficiency Syndrome (AIDS) and the AIDS Related Complex (ARC) are of national concern. Across the province, across Canada, business, government agencies and school boards are all struggling to come to terms with its terrifying impact.

To compound the problem for school administrators is the fact that information on AIDS/ARC is changing daily and the pivotal points of individual rights, community safety and legal liability have as yet not been resolved.

One thing, however, seems to be clear: AIDS is not spread through casual contact.

In order to address potential problems of prejudice, discrimination and litigation many school boards across the country are presently in the process of developing comprehensive policies and guidelines with regards to AIDS/ARC. Teacher Federations and Labour Unions are likewise actively participating in the formulation of policy.

The Director recommended in January, 1988, that an AIDS Policy Committee under the chairmanship of Mr. P. S. Beveridge be convened with the express purpose of developing a comprehensive, fair and humane policy with respect to AIDS/ARC which would take into account students and all Board personnel.

The committee was composed of representative members from the following groups: CUPE, OPEIU, HTF, OSSTF, Affirmative Action, Health and Safety, Administration and Trustees. Liaison with the Medical Officer of Health has been established and copies of the intended policy have been forwarded to his office. Likewise, copies have been shared with the executives of Headmasters and the Hamilton Principals' Association. Furthermore, the intended policy has the support of Administrative Council.

Information was gathered from all across Canada and the United States. The committee has worked diligently to assimilate the latest information and the best strategies in the formulation of the policy on AIDS/ARC which is attached.

all personnel.

RECOMMENDATION

s on AIDS/ARC for system implementation.

- Beveridge (Chair)
Brown (Hamilton Teachers' Federation)
Grasley (Canadian Union of Public Employees, Local 1344)
Howard (Office Professional Employees International Union)
Price (Ontario Secondary School Teachers' Federation)
Sinclair (Manager, Personnel and Employee Relations)
Sproule-Jones (Affirmative Action)
Urie (Health and Safety)
Van Horne (Chairman of the Board)
Neumann (Administrative Assistant)

Superintendent of Curriculum and Special & Educational Services
(Designate)

Approved by: A. J. Krever
Director of Education

POLICY and GUIDELINES -
ACQUIRED IMMUNE DEFICIENCY SYNDROME/
AIDS IMMUNE DEFICIENCY SYNDROME RELATED COMPLEX

PREAMBLE

With respect to issues related to the Acquired Immune Deficiency Syndrome (AIDS) and the AIDS Related Complex (ARC), it is the policy of the Board of Education for the City of Hamilton to base its practices on the most reliable medical opinion available.

The Board recognizes its dual responsibility to provide educational opportunities and to balance concerns for the welfare of the individual with concerns for the welfare of the students and staff in our school system.

The policy statements, supported by guidelines which follow, attempt to reflect an enlightened and compassionate approach in dealing with AIDS/ARC.

Additional policies may be required as new developments in the medical/legal communities arise.

ROUTES OF TRANSMISSION

There is no evidence of casual spread of AIDS.
All documented cases of AIDS or HIV infection can be explained in terms of three routes of infection:

- (1) sexual
- (2) blood-to-blood
- (3) placental (from infected mother to unborn)

STUDENTS WITH AIDS/ARC

POLICY I

The identity of students with AIDS/ARC shall be protected.

Guidelines

- The identity of every student with AIDS/ARC shall be protected unless the Medical Officer of Health deems it necessary that the Director of Education be informed.
- The records of any meeting with the the Medical Officer of Health will remain confidential to those attending, unless the Director deems it necessary to share such information which shall be restricted to a "need-to-know" basis.

POLICY II

Students with AIDS/ARC shall not be excluded from Regular Instructional Programs unless the Medical Officer of Health advises otherwise.

Guidelines

- The Medical Officer of Health will assess all aspects of the student's condition and decide whether or not the student may safely attend Regular Instructional Programs.
- Such decision shall be forwarded to the Director of Education in writing.

POLICY III

Decisions regarding Alternative Instructional Programming shall be made on a case-by-case basis.

Guidelines

- Alternative Instructional Programming for students with AIDS/ARC should be provided by qualified teachers who fully understand the condition of the student and who agree to provide their services.

BOARD PERSONNEL WITH AIDS/ARC

POLICY IV

The identity of school personnel with AIDS\ARC shall be protected.

Guidelines

- The identity of every employee of the Board with AIDS/ARC shall be protected, unless the Medical Officer of Health deems it necessary that the Director of Education be informed.
- The records of any meeting with the Medical Officer of Health will remain confidential to those attending unless the Director deems it necessary to share such information which shall be restricted to a who "need-to-know" basis.

POLICY V

Employees with AIDS/ARC shall not be excluded from employment unless the Medical Officer of Health advises otherwise.

Guidelines

- The Medical Officer of Health will assess all aspects of the employee's condition and decide whether or not the employee may safely continue working.
- Such decision shall be forwarded to the Director in writing.
- Where an employee with an AIDS/ARC becomes too ill to work, full access to sick leave, long-term disability and medical benefits, as provided for in the respective collective agreements or Board policy, shall not be denied.

SAFE WORK PRACTICES

POLICY VI

The Board shall implement, maintain and monitor "Safe Work Practices" for the protection of students and employees.

Guidelines

- Safe work practices will be established for the clean-up of blood and other body fluids.
- Appropriate personal protective equipment shall be made available.
- Equipment and procedures shall be regularly reviewed and revised for appropriateness as new information becomes available.

EDUCATION/INFORMATION PROGRAMS ON AIDS/ARC

POLICY VII

The Board shall make up-to-date information relating to AIDS/ARC available to students and employees.

Guidelines

- Students shall be provided with information on AIDS/ARC as part of the Compulsory Curriculum.
- The Board shall endeavour to make information on AIDS/ARC and communicable diseases in general available to its personnel through Pre-service and In-service education.

REVIEW OF POLICIES AND GUIDELINES ON AIDS/ARC

POLICY VIII

The Board shall appoint an AIDS/ARC Policy Review Committee.

Guidelines

- The Committee shall review current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities.
- The Committee shall maintain a close liaison with the Medical Officer of Health in evaluating all new information with respect to AIDS/ARC.

APPENDIX IA I D S GLOSSARYAIDS: ACQUIRED IMMUNO-DEFICIENCY SYNDROME

AIDS is the most severe consequence of HIV infection. Patients with AIDS suffer from a profound defect of their immune system. As a result of this defect, such patients eventually succumb to infections from which ordinary individuals are normally protected.

ARC: AIDS RELATED COMPLEX

This is a form of acquired immuno-deficiency in which individuals suffer from a variety of ailments including relatively unusual and specific infections such as, and including, Kaposi's sarcoma and pneumocystis carinii pneumonia.

HIV: HUMAN IMMUNO-DEFICIENCY VIRUS

A very fragile retrovirus surrounded by a fatty envelope. Many experts in the field believe this virus to be the cause of AIDS although there are reputable challenges to this claim.

REPORT OF THE

MICROCOMPUTER ADVISORY COMMITTEE

Present: Margaret Cunningham (Chairman);
Trustees Allen and Van Horne.

Not

Present: Trustees McMurrich and Rogers.

Also

Present: Trustee Whiteman.

Officials

Present: C. McKague (Superintendent of Curriculum and Special Services),
P. Shewfelt (Manager, Accounting and Budget),
L. Dixon (Manager, Computer Services),
B. Harkness (Supervisor, Business Studies).

The Committee recommends:

GENERAL

1. That the Microcomputer Advisory Committee recommends acceptance of Draft 3 of the 1988 proposed microcomputer (hardware) budget, and within the scope of directions of the budgeted proposal.

Respectfully submitted,

Margaret Cunningham,
Chairman.

Committee Room,
1988 02 10.

MICROCOMPUTER PROGRAM - PROJECTED 6 YEAR COST

FEBRUARY 16, 1984

PAGE 40.

	1984	1985	1986	1987	1988	1989	TOTAL
	\$	\$	\$	\$	\$	\$	\$
HARDWARE	1,402,000	1,490,800	968,000	895,400	1,320,000	1,394,800	7,471,000
SOFTWARE	50,000	200,000	250,000	375,000	375,000	375,000	1,625,000
SOFTWARE DEVELOPMENT	10,000						10,000
INSTRUCTIONAL SUPPLIES	26,191	12,000	12,000	12,000	12,000	12,000	86,191
IN-SERVICE TRAINING	50,000	50,000	30,000	10,000	5,000	5,000	150,000
ELECTRICAL	40,000	10,000	40,000	10,000	10,000	10,000	120,000
STAFF	47,000	132,000	205,000	233,000	206,000	206,000	1,029,000
TOTAL	1,625,191	1,894,800	1,505,000	1,535,400	1,923,000	2,002,800	10,491,191

1988 01 22

1988 PROPOSED HARDWARE BUDGETELEMENTARY

\$929,250 (63%)

SECONDARY

\$545,750 (37%)

GEMS--13 labs @ \$55,000	\$715,000
12 labs @ \$60,000	
Printers (17)	9,500
Middle schools	0
Junior schools	0
Special Ed	40,000
Supervisors	17,000
Writing-to-Read (4 schools)	34,400
Research & Development (@ 3%?)	17,600
Contingencies (@ 3%?)	10,000
Repairs @ 3%	26,000
Computer Studies	4,000

TOTAL	\$873,500
-------	-----------

7% PST	61,145
--------	--------

GROSS	<u>\$934,645</u>
-------	------------------

Percent by Panel	(63%)
------------------	-------

GEMS--3 ICON labs @ 50,000	\$150,000
1 IBM lab @ \$67,000	67,000
IBM lab upgrades	12,000
Vanier upgrade	27,000
Wstmt 1990 (IBM configuration)	67,000
Voc 6x (6 C64s + 3 prtrs)	40,000
Alter Ed 2x (1 Apple + prtr)	4,800
Special Ed	10,000
Supervisors	80,000
Research & Development @ 3%	15,000
Contingencies (@ 3%?)	13,000
Repairs @ 3%	15,000
Computer Studies	4,000

TOTAL	\$504,800
-------	-----------

7% PST	35,336
--------	--------

GROSS	<u>\$540,136</u>
-------	------------------

Percent by Panel	(37%)
------------------	-------

BUDGET	\$1,475,000 (100%)
ACTUAL	\$1,474,781 (100%)
SURPLUS	(\$219) (0.0%)

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That up to 100 students of the Grade 12 Urban Geography course from Hamilton schools be permitted to attend a four day field trip to Montreal, Quebec, 1988 04 20-23 (Wednesday to Saturday)
- (b) That one teacher for every 15 students, plus the Geography Supervisor or designate, supervise the geography field study to Montreal, Quebec, 1988 04 20-23, and that each receive \$180 for their expenses.
- (c) That up to 135 students of Grades 9-13 French from Hamilton Schools be permitted to attend a trip to Quebec City, Quebec, 1988 05 19-22 (Thursday to Sunday)
- (d) That one teacher for every 15 students, plus the Languages Supervisor or designate, supervise the trip to Quebec City, Quebec, 1988 05 19-22, and that each receive \$120.00 for their expenses.
- (e) That the following trip requests be approved:
 - (i) Westmount, Grades 11-13, St. Donat, Quebec, 1988 03 13-18 (Sunday to Friday)
 - (ii) Chedoke, Grade 7, Outdoor Education, Camp Wanakita, 1988 05 24-27, (Tuesday to Friday)
 - (iii) Queen Mary, Grades 7-8, Tobermory, Sudbury, Midland, 1988 06 13-15 (Monday to Wednesday)
 - (iv) Ryerson, Grades 7-8 French Immersion, Stratford, 1988 05 16 (Monday)
- (f) That a grant application in the amount of \$5,824.00 to Employment and Immigration Canada (Challenge '88) for Barton Secondary School to hire 4 students for 8 weeks (8 hours per day) commencing May 2, 1988, at a cost of \$546.88 to the Board, be approved.

(g) Regarding the Summer Skill School:

PAGE 43.

- (i) That, subject to sufficient enrolment, the 1988 Summer Skill Program operate at Barton, Delta, Hill Park and Sir John A. Macdonald Secondary Schools from July 18 to August 12, 1988, inclusive.
- (ii) That, subject to sufficient enrolment, Linden Park, A. M. Cunningham and Richard Beasley gymnasias be used for some of the physical activities.
- (iii) That, subject to sufficient enrolment and as in past years, a teacher co-ordinator be appointed to each of the four skill program locations.
- (iv) That, subject to sufficient enrolment, classes in English as a Second Language at the elementary school level be offered, without fee, in the Summer Skill Program.

(h) Regarding the 1988 Summer School - Credit Program:

- (i) That the 1988 upgrading and credit summer school be held at Sir John A. Macdonald, Scott Park and Sherwood Secondary Schools from Wednesday, July 6, 1988 to Thursday, August 11, 1988 inclusive.
- (ii) That, subject to sufficient enrolment, classes in English as a Second Language for new Canadians at the secondary school level be offered, without fee, in the regular summer school program.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

ADDED RECOMMENDATIONSELEMENTARY/SECONDARY

- (i) That clause (f) be changed to read:

That a grant application in the amount of \$5,824.00 to Employment and Immigration Canada (Challenge '88) for Barton Secondary School to hire 4 students for 8 weeks (8 hours per day) to do a library inventory, commencing May 2, 1988, at a cost of \$546.88 to the Board, be approved.

- (j) That a grant application in the amount of \$5,733.00 to Employment and Immigration Canada (Challenge '88) for the Continuing Education Department to employ 6 students for 7 weeks (6 hours per day) as reading instructors for the "See and Be Reading Programme" (Community Schools) commencing on June 27, 1988 at a cost of \$527.78 to the Board, be approved.

- (k) That a grant application in the amount of \$3,412.50 to Employment and Immigration Canada (Challenge '88) for the Continuing Education Department to hire 5 Grade 13 students for 6 weeks (5 hours per day) as summer school monitors of Grade 9 and 10 students repeating Mathematics and/or English courses, commencing on July 4, 1988 at a cost of \$309.06 to the Board, be approved.

- (l) That a grant application in the amount of \$19,110.00 to Employment and Immigration Canada (Challenge '88) for Sir John A. Macdonald Secondary to hire 15 students for 8 weeks (35 hours/week) to do a library inventory commencing May 4, 1988 at a cost of \$1,778.00 to the Board, be approved.

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 04 12

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: consideration of building the new elementary school in Block 79 or Block 89 - **pages 1-7.**
2. Report from the officials re: Re-opening of Ryckman's Corners School - **pages 8 & 9.**
3. Report from the officials re: Addition to James Macdonald School - **page 10.**
4. Report from the Officials re: portables at R. A. Riddell (tabled at March meeting of the Operations Management Committee - 1988 03 08).
5. A.L.S.B.O. re: deferral of Bill 76 and Bill 77 (requested by Trustee Van Horne).
6. Report on Sherwood Arts Program - **pages 11-17.**
7. A Proposed Native Languages Program - **pages 18-33.**
8. Tenders - Sale of Site - Lot 4, Concession 1, Rymal Road - **page 33A.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 34.**
2. Investment of Short Term Funds - **pages 34A-34D.**
3. Cash Flow - **pages 34E-34H.**
4. 1987 Audited Trust Fund Statement - **pages 35-41.**
5. 1987 Audited Financial Statement - **pages 42-48.**
6. 1987 Audited Statement for the Board of Education for the City of Hamilton Foundation - **pages 49-55.**
7. Evans, Philp re: Board contributions - Hamilton Philharmonic Youth Orchestra - **pages 56-58.**
8. School Year Calendar - **pages 59-74.**
9. A.L.S.B.O. re: Computer Based Learning Materials Project - Phase III Proposal - **pages 75-78.**
10. Mount Hamilton Youth Soccer Club re: condition of Hamilton Board's fields (requested by Trustee Deans) - **pages 79-84.**
11. Membership of the Special Education Advisory Committee - **page 85.**
12. Report of the Special Education Advisory Committee - **pages 86-88 - see also separate package.**

URBAN MUNICIPAL

APR 22 1988

GOVERNMENT DOCUMENTS

April 12/88

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re: Admission of children attending Day Care into Senior Kindergarten (requested by Trustee Baskin) - **page 89.**
2. Westmount 1990 - **pages 90-105.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 106 & 106A.**

Board of Education
100 Main Street West
Hamilton, Ontario
1988 04 12

To the Chairman and Members,
Operations Management Committee

Ladies and Gentlemen:

RE: BLOCK 79, BLOCK 89

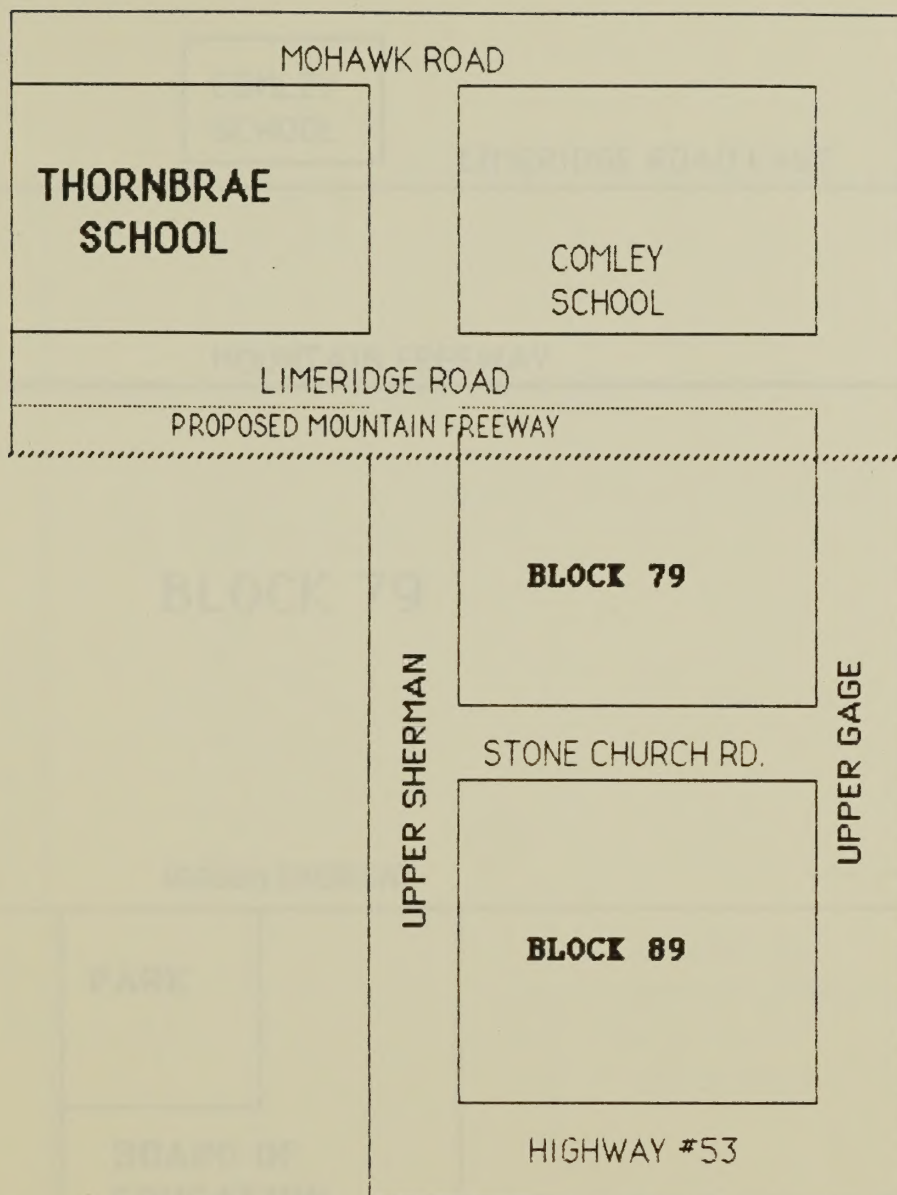
Where possible, the Board of Education for the City of Hamilton has built neighbourhood schools to meet the needs of primary and junior elementary pupils. This practice, followed for many years, can be discovered in the pattern of junior elementary schools throughout the city.

At a time of rapid home construction such as is occurring in the south-east section of the city, above the escarpment, the provision of new school places becomes a problem. Trustees are faced with the questions, where to build, how much to build, and when to build.

The purpose of this report is to address the need for an immediate choice for a school to be built in either Block 79 or Block 89.

The Accommodation Committee, in examining the question of the more appropriate site, for the present need, considered the following factors:

- (i) ease of access to the school site
- (ii) existing and immediate future enrolment statistics
- (iii) long range plans for school construction across the southern portions of Areas four and five.



See Appendix A for detail of Block 79

See Appendix B for detail of Block 89

As can be seen from the accompanying Appendix, the Board has immediate unrestricted access to the school site in Block 79 from both Robson Crescent and Ravenbury Drive. Sewer connections abut.

This situation does not hold for Block 89. The nearest sewer access to the school site is seven hundred feet away (700'). Road access is restricted to the south-west corner of the school site where Brenda Street touches. To build a school on the Block 89 site would, at present, require an easement for sewers. The possible delay could postpone construction for two years. However, if approved, plans for the design and construction of a school in Block 79 could begin at once.



The school is located on the corner of the intersection of the main road and the side road. The main road is the main entrance to the school. The side road is the side entrance to the school. The school is located on the corner of the intersection of the main road and the side road. The main road is the main entrance to the school. The side road is the side entrance to the school.

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COMLEY
SCHOOL

LIMERIDGE ROAD EAST

MOUNTAIN FREEWAY

BLOCK 79

ROBSON CRESCENT

PARK

BOARD OF
EDUCATION
9.5 acres

BOARD OF
EDUCATION
(9 acres)

UPPER GAGE AVENUE

RAVENBURY DRIVE

STONE CHURCH ROAD EAST

STONE CHURCH ROAD EAST

BLOCK 89

ELEANOR AVENUE

UPPER SHERMAN AVENUE

UPPER GAGE AVENUE

BOARD OF
EDUCATION
(9 acres)

BRENDA ST.

RYMAL ROAD EAST

REYNOLDS ROAD EAST

BLOCK 89

REYNOLDS ROAD

REYNOLDS ROAD

BOARD OF
EDUCATION
(2 seats)

REYNOLDS ST

REYNOLDS ROAD EAST

Long range planning suggests that several new schools may be required to meet the extensive growth on the southern mountain. Block 89 could, in the near future, have between 400-600 children requiring public school facilities. A school for Block 89 may very well be recommended in a future accommodation report.

For the present, it is recommended that:

A new junior elementary school be constructed in Block 79, to open September, 1989

Prepared and Submitted by: Accommodation Committee
 Approved by: Senior Management

Estimated Construction Cost	\$ 2,000,000	Estimated Gross Floor Area 20,000 sq ft
Estimated Furniture & Equipment	\$ 20,000	
Total Estimated Project Cost	\$ 2,020,000	
Funding		1987-1990
1988	\$ 1,000,000	50%
1989	\$ 1,020,000	50%
	\$ 2,020,000	

FOR MONITORING USE ONLY
 Comments by Regional Office

Ministry
of
Ontario Education

PROJECT SUPPORT DATA
(Capital Expenditure Forecast)

Board	The Board of Education for the City of Hamilton	Board No.	6-4-319
Name of Project	New Elementary "Core" School, Block 79	Project Priority No.	5
Location	Ravenbury Drive Hamilton, Ontario		
Description of Accommodation to be Provided	2 Kindergartens, 5 classrooms, library with computer room, gymnasium, LRT room, offices, health room, washrooms, etc.		

Data Supporting the need for the above project is as follows :

Comley School is on a small site, and hence cannot be sufficiently enlarged to meet future accommodation needs.

This school is planned to replace Comley School and provide accommodation for future growth south of Limeridge Road and the proposed Mountain Freeway. Many students that would attend the new school are presently living in the Randall Neighbourhood. Construction of new homes, already underway, and with more planned, will further increase the need for pupil places south of the Freeway.

Estimated Construction Cost	\$ 2,000,000	Estimated Gross Floor Area 22,000 sq ft
Estimated Furniture & Equipment	\$ 50,000	
Total Estimated Project Cost	\$ 2,050,000	
Financing		1987 10 30 Date
1989	\$ 1,000,000	
1990	\$ 1,050,000	
	\$ 2,050,000	

FOR MINISTRY USE ONLY
Comments by Regional Office:

1988 03 02TO: J. PennerFROM: J. B. SingerRE: Elementary School in Block 79

The original proposal includes the following accommodation:

	Pupil Loading	
	Ministry	Hamilton
2 Kindergartens	80	64
5 classrooms	175	140
1 library	--	--
1 gymnasium	--	--
	255	204
Add: 7 classrooms	245	196
	500	<u>400</u>

Original estimated cost:

Building	2,000,000
Furniture	<u>50,000</u>
	2,050,000

Additional 7 classrooms = 7,150 sq.ft.=\$570,000

"	Washrooms	50,000	
"	Fees & Contingencies	<u>70,000</u>	
		690,000	
"	Furniture=7 x 2,800	<u>20,000</u>	
	(Ministry)		<u>710,000</u>

JBS/dc

2,760,000

1988 04 12

To The Chairman and Members
Operations Management Committee
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: RYCKMAN'S CORNERS SCHOOL

At the present time a large number of students are being bused to Ridgemount School from Rymal Road West and adjacent areas (between Rymal Road and Stonechurch to the south and north and between West Fifth and Upper Paradise to the east and west). In addition, construction in the vicinity of Ridgemount is producing increased numbers for September, 1988. There is insufficient capacity to accept all of the junior kindergarten registrants at this early date. Unless we are prepared to begin bringing in portables, it is essential that alternative accommodation be arranged for September, 1988.

The reopening of Ryckman's Corners School as a primary school is the recommended course of action. In September, 1988, the school could operate as a junior kindergarten to grade three school and, subsequently, open a grade 4 and a grade 5 class in 1989 and 1990 respectively. Students residing south of Rymal Road (approximately 31) would be expected to attend Ryckman's Corners. Students living north of Rymal Road and between West Fifth and Upper Paradise, if in a junior kindergarten to grade three class, would have 3 options:

- to be bused to Ryckman's Corners
- walk to R. A. Riddell
- continue to attend Ridgemount if an older sibling (gr. 4 or 5) attends Ridgemount

NOTE: This would involve a maximum of 50 students.

One further consideration is the Wellington Chase area (Block 87). Should Pauline Johnson School experience accommodation difficulties during the 1988-89 school year, families moving into the area could have their J.K. to grade three youngsters directed to Ryckman's Corners School.

Costings for Stage 1 (1988) and Stage 2 (1989) are appended for reference purposes.

Prepared and Submitted by: Don Rothwell
Approved by: Senior Management

RYCKMAN'S CORNERS SCHOOL

Site: 2.53 acres

<u>Floor Area:</u>	1955	-	4,947 sq. ft.
	1958	-	3,076 " "
	1960	-	<u>6,484</u> " "
			14,507 sq. ft.

Existing Facilities:

1	Kindergarten (Junior)	805 sq. ft.
5	Classrooms @	805 sq. ft.
1	Library/Classroom	805 sq. ft.
1	Kindergarten (1,000 sq. ft.) plus cloakroom & W.R.'s	
1	Playroom 960 sq. ft. plus stage 533 sq. ft.	

Building Construction and RenovationsStage 1 (Sept. 1988)

Wood windows repairs (cover with aluminum)	\$10,000
Lockers (100)	7,500
Misc. repairs and painting	<u>7,500</u>
	\$25,000

Stage II (Sept. 1989)

Alternative 1 - Convert playroom/kindergarten into 2 kindergartens and build a new gymnasium (50' x 40') with stage, change rooms, washrooms, equipment room, etc.

Renovations	\$20,000
New Gym (4,500 sq. ft.)	<u>420,000</u>
	\$440,000

Alternative 2 - Covert playroom/kindergarten into a gymnasium and staff room into change rooms and build new 2 kindergartens and staff rooms

Renovations	\$40,000
New Construction -	
2,800 sq. ft.	<u>270,000</u>
	\$310,000

Electrical - Upgrade and/or install

(a) emergency lighting,	
fire alarm, exit lights	15,000
(b) install fluorescent	
lighting (in place of	
incandescent) in corridors	3,000

1988 04 12

To The Chairman and Members
Operation Management Committee
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

Re: JAMES MACDONALD SCHOOL

Presently there is a 138 single-family dwelling development planned for the area to the south of James MacDonald School. There will be accommodation at James MacDonald for children from this development throughout the 1988-89 school year.

**** SCHOOL ORGANIZATION (September, 1988 - anticipated)**

JK:	2 classes
SK:	1 or 2 classes
Grades:	183 students
Spec. Ed.:	1 class

(** does not include students from new construction developments)

Should such an organization materialize, there will be approximately 56 pupil spaces available for growth (this includes use of the 3 portables presently on site). Further pupil spaces could be made available for September, 1989 by moving the grade six students to a middle school environment.

At this time, there is the potential for a large development west of West Fifth St. between Stonechurch and Limeridge. No firm information is presently available relative to construction plans for this area.

The above information would appear to suggest that any decision relative to an addition to James MacDonald School or the building of a new school in Block 87 (Wellington Chase) should be delayed until more information becomes available during the 1988-89 school year.

There does appear to be little doubt, however, that there will be a problem to be addressed for September 1990 or 1991 and the purpose of this report is to serve notice that next year's accommodation report will contain a recommendation to construct an addition on James MacDonald School in 1990 or to build a new school in Block 87 (Wellington Chase) in 1990 or 1991.

Prepared and Submitted by: Don Rothwell
Approved by: Senior Management

1988 04 12

To the Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: SHERWOOD'S PROGRAM FOR THE CREATIVE AND PERFORMING ARTS

RATIONALE:

Ontario Schools: Intermediate and Senior Divisions - 1984, states:

- (a) "The term school-related package identifies a particular set of courses planned by the school to provide a curricular emphasis for students who may have a specific educational goal in mind. Through collaborative planning, teachers can build relationships among courses within a particular package to facilitate direct entry by students into employment or into training in a particular area of study.

A school-related package includes courses in a subject field of concentration that are offered in sequence over two or more years. Courses in the package contain components directed towards the package's particular emphasis and are supportive of the goal(s) for which the package is planned. In effect, the package provides direction for the student in selecting courses in support of a particular goal. Students may choose all or part of the package."

..."The success of the school-related package in meeting particular student goals depends strongly on the joint planning of the courses by all teachers who participate in the package. The overall planning of a package should include some provision for students to explore the subject of concentration of a package before they commit themselves to the package. In addition, it should be possible for a student to select a course in a school-related package if space is available without being required to participate in the whole package.

All school-related packages should be fully described in the school course calendar."¹

- (b) "Courses can be planned with an arts focus and organized into one or

¹ Ontario Schools: Intermediate and Senior Divisions - 1984. 5.9
School-Related Packages, Planning a School-Related Package, page 23.

more packages. One package, for instance, could combine dramatic arts courses, a physical and health education course with a dance/movement focus, and English literature/literature française courses with an expressive focus.

Where there are professional theatre groups or a community theatre movement in the local area, additional options for work experience and community involvement could be built into the package. Another possible package, offered over two or three years, could include visual arts, music and history. The emphasis could be placed on the interrelatedness of aesthetic, social, cultural, and historical factors.

Visual arts courses may contribute to a variety of packages. One possible combination could concentrate on technological courses in design studies with visual arts, physics, and another technical subject as related courses. Another emphasis could be based on environmental science courses with urban studies, politics, and visual arts as related courses."²

FURTHER TO THE RATIONALE:

Report from the Officials re Semestering.

The Board approved this report.

The Committee made several recommendations; among them:

1. That alternatives 1(a), (b), (c), (d) and 2 be considered the most viable alternatives to semestering for the composite secondary schools (see appendix A).
2. That composite secondary schools be encouraged to investigate alternatives to semestering, and implement, with the approval of the officials, alternatives in any school choosing to alter the organization.
3. That an investigation of offering credit courses utilizing a more flexible school day be encouraged.

Minutes from the Education Management Committee 1987 10 06.

"Mrs. Baskin felt there were a lot more students in Health, Physical Education, Music and Languages and what this semestered system is doing is taking away physical education programs from students for half a year or a full year as well as depriving students of language development and skills in Music and Art. This Board has all types of things to help with timetabling"

² Ibid. School Related Packages: Arts Focus, page 24.

"Mrs. Baskin did not want twelve principals to decide on twelve approaches and the students not knowing where they fit in."

"Mr. Krever stated the report is based on the premise that each school should review its organization as well as the needs in the community and re-organize the school in that way."

"As a Trustee, Mrs. Van Horne believed that 1 (a), (b), (c), (d) and 2 are the best options but she also wanted to show the kind of flexibility this would allow. Any group could initiate, within a school or community, the kind of investigation the Board is discussing. Perhaps one school wants to address the Music Program as their concern more so than others, therefore, that school should have the option to consider this."

THE SHERWOOD PROPOSAL:

The program for the creative and performing arts at Sherwood is based on the belief that students will best achieve the recognition and refinement of their inherent talents and skills in a programme specifically designed to address those abilities. In addition, this program rooted in the arts provides a learning environment which encourages significant growth in cognitive and affective areas extending far beyond the disciplines of the arts alone. Such growth contributes a positive effect upon the student's overall maturation and self-fulfillment.

It is a one-year pilot, to be evaluated before it is approved for continuation at Sherwood.

The Sherwood Program is intended:

To provide a unique educational experience which will successfully integrate the arts and other academic studies.

To create a daily atmosphere of intellectual, creative and artistic activity demanding self-discipline, co-operation and dedication to the pursuit of excellence in the arts and other disciplines.

To nourish a love for learning and an enjoyment of the arts which will, whether or not the student pursues artistic and creative work beyond formal schooling, enrich the rest of his or her life socially, intellectually and culturally.

A Description of the Sherwood Program follows:

The plan meets the requirements of OS:IS by offering sixteen compulsory credits.

Non-arts and arts subjects are divided into morning and afternoon programs.

Students can take a major program in music, drama or art.

In addition to their major, students could also take minor programs of their choice in vocal, drama, art or dance, (two 1/2 credit options per year).

The total arts program is enriched by the addition of courses in closely related subjects such as physical education, (compulsory), and business, family studies and technical, (must choose two of the three).

To ensure that an arts student also receives a solid non-arts program, twenty non-arts options have been provided in the timetable over four years. If more non-arts credits are needed a student could limit his/her arts program to a major and substitute four additional non-arts credits in place of the arts minors.

It would be possible to join or leave the program in any of the four years.

It is intended that arts certificates would be presented to students upon successful completion of any eight credits in the arts program with special recognition (noted on the certificate) for those students obtaining a concentration of six credits in a major area of this program. A chart outlining course offerings in this program over the 4 years of high school has been prepared by Sherwood staff (see attached).

PACKAGING CURRENTLY BEING IMPLEMENTED IN THE SECONDARY SCHOOLS:

Visual Arts - Sir John A. Macdonald
Fashion Arts - Sir John A. Macdonald
Photography
Dental - Sir Allan MacNab
Plumbing - Delta
Refrigeration - Sherwood
Co-Op (including Limeridge through Hill Park) - all schools

EFFECT ON OTHER SCHOOLS:

This program has been advertised in all schools which are in Sherwood's feeder system. To date only three students who would normally go to Barton have indicated an interest in attending Sherwood to take advantage of this Creative and Performing Arts program. Of the 120 students presently in Grade 8, who may attend Sherwood in September 1988, approximately 10% have indicated a desire to be enrolled in this program. This figure does not take into account students who may attend Sherwood from the Albion Estates or Heritage Green area.

Students from other schools who show interest in attending Sherwood to participate in this program would be welcome to do so. To date, there has been little advertising system-wide, to make students and parents aware of this programme excluding word of mouth and the recent Spectator articles concerning this program. The course in the Creative and Performing Arts package are timetabled in the afternoon only, therefore enabling students who could travel to Sherwood over the lunch hour to attend their home school for course in the morning. This afternoon only program also provides some flexibility for staff from other schools to possibly become involved in this program. If there is a great demand for this program at Sherwood then perhaps it is an indication that expansion is necessary into other school locations.

STAFFING AND RESOURCES IMPLICATIONS:

Any additional expenses caused by this program would be minimal.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: Dave McIsaac, Administrative Assistant
C. G. W. McKague, Superintendent of Curriculum
& Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education & Secretary

/md

APPENDIX A

RECOMMENDATIONS AS ALTERNATIVES TO SEMESTERING

1. Totally de-semester some schools.
 - (a) Eight-period day - 38 minute period minimum
 - (b) Six-period day - 50 minute periods
 - (c) Two-day cycle - 75 minute periods
2. De-semester intermediate Division (Grades 9 and 10 and continue to semester Senior Division (Grades 11, 12 and 13) in some schools.
3. De-semester half days in some schools.
4. Lengthen school day in some schools - 5 1/2 periods.
5. Extend the school day in some schools -- providing some non-semestered subjects before and after the normal school hours.
6. Introduced Modular Timetabling in some schools -- eight 38 minute modules.

SHERWOOD SECONDARY SCHOOL - CREATIVE & PERFORMING ARTS PROGRAM

COURSES - NON-ARTS MORNING CLASSES ONLY				COURSES OFFERED IN ARTS PROGRAM AFTERNOON CLASSES ONLY			
YEAR	SEMESTER	PERIOD	SUBJECTS	PERIOD	SUBJECTS	PERIOD	SUBJECTS
1	1	1	English	3	Instrumental Music, Drama*, Art		
		2	Geography/History	4	Vocal, Drama, Art, Dance*		
	2	1	French	3	Instrumental Music, Drama*, Art		
		2	Mathematics	4	Physical Education		
2	1	1	English	3	Instrumental music, Drama, Art		
		2	Science	4	Vocal, Drama, Art, Dance		
	2	1	Mathematics	3	Instrumental Music, Drama, Art		
		2	Geography/History	4	Business - Marketing, Family Studies - Personal Life Mgmt Technical - Electrical/Set Construction		
3	1	1	English	3	Vocal, Drama, Art, Dance		
		2	Science	4	Instrumental Music, Drama, Art		
	2	1	Social Sciences	3	Business - Marketing Family Studies - Personal Life Mgmt Technical - Electrical/Set Construction		
		2	Choice	4	Instrumental Music, Drama, Art		
4	1	1	English	3	Vocal, Drama, Art, Dance		
		2	Choice	4	Instrumental Music, Drama, Art		
	2	1	Choice	3	English - Media		
		2	Choice	4	Instrumental Music, Drama, Art		

* New Courses to be developed for Sept. '88

1988 04 12

The Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: A PROPOSED NATIVE LANGUAGES PROGRAM

RATIONALE:

In Ontario's NSL Program: TEACHING AND LEARNING A NATIVE LANGUAGE AS A SECOND LANGUAGE, the following statement is made by the Ministry of Education:

School boards will be expected to provide an NSL program in the school year 1987 - 1988 wherever:

- * fifteen students have requested instruction in a Native language; and
- * a qualified Native Language teacher is available.

Where a school board can organize a program with fewer than fifteen students, it may do so.

BACKGROUND:

In September 1987, a report was brought before the Education Management Committee for information. At that meeting the elected officials supported the intention to hold further discussions with representatives of the Indian community with a view to initiating a needs survey and, if warranted, Native language classes on a pilot basis in September of 1988.

Since the September meeting of the Educational Management Committee, with the assistance of representatives of the Indian community and the Ministry of Education a needs survey was prepared and distributed to every student in the Hamilton system. The purpose of this survey was to obtain sufficient information from the community in order to determine the degree of support for the native language program. 238 questionnaires were returned of the 37,000 surveys distributed. (See Appendix A).

SURVEY RESULTS:

The responses from each question included in the survey (completed on February 1, 1988) have been analyzed by the Research Services Department and a summary of the remarks is available on the last page of this report. A map

has been prepared which indicates the numbers of elementary students who could participate in a Native Language programme in each of the neighbourhoods in the attendance area of the Hamilton Board of Education (see attached).

THE CURRENT SITUATION:

- * initially there seems to be enough support to offer a program in Native as a Second Language at least on a pilot basis in September, 1988.
- * possible locations for a pilot could be in the Bennetto - Centennial, Gibson - Sanford Ave. and Parkdale - Red Hill areas below the mountain. The wide distribution of small numbers of respondents above the mountain makes it very difficult to suggest a site which would be appropriate to accommodate a class of students without having students travel to the host school.
- * most of the students identified in the questionnaire as being interested in participating in a Native Language program tended to be in the early grades of elementary school or pre-school.
- * the members of the Indian community saw transportation as a problem for students if they were required to move from their home school for instruction in a Native Language program (39% of respondents, however, could provide their own transportation).

COSTS:

At this time it is anticipated that there would be costs to the board associated with providing a NSL program in our system. Budget would be required for:

- * the purchase and/or development of an appropriate curriculum.
- * the salary and benefits of a qualified instructor of NSL.
- * materials necessary in the day to day operation of this program (library books, kits, visuals, tapes).
- * possible alteration of existing space to provide a suitable environment for this program.

At this time the Ministry of Education is offering:

- * Incentive grants of \$200.00 per student enrolled in the NSL program in the first five years to defray the costs of material development, professional development (for the NSL teachers), and salaries.
- * Maintenance grants for resident students will be based on accumulated hours of instruction (calculated in the same fashion as current FSL grants).

PROPOSAL:

It is proposed that planning and development for a Native Languages program in Mohawk be extended into the 1988-89 year in order to ensure:

- (a) the development of a high quality program
 - (b) the acquisition of a qualified instructor
 - (c) accommodation that will support expansion of pilot program(s) if successful
 - (d) commitment of families to proposed programs
 - (e) acquisition of adequate resources for the program
- (See timelines, tasks and personnel chart attached)

RECOMMENDATIONS:

1. THAT PLANNING AND DEVELOPMENT FOR EFFECTIVE PROGRAM AND STAFFING BE CARRIED OUT OVER THE 1988-89 SCHOOL YEAR.
2. THAT AT LEAST ONE PILOT PROGRAM BE IMPLEMENTED, IN A SCHOOL DESIGNATED BY THE BOARD, IN SEPTEMBER, 1989.

Prepared by: D. McIsaac, Administrative Assistant
C. McKague, Superintendent of Curriculum & Special Services
G. Rappolt, Assistant Superintendent of Curriculum

Submitted by: C. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

PROPOSED PLAN FOR IMPLEMENTING NATIVE LANGUAGES PROGRAM

	TASKS TO BE DONE	WHO
REVIEW AND PLANNING MAY - DEC., 1988	* work with principals to determine how the program can be timetabled * determine exact numbers of students who are committed to the program * collect courses, materials and resources needed to write the program * develop a sequential plan for the program with costs attached * recommend pilot school(s) * bring report to Board November 1988	ADDITIONAL RESPONSIBILITY TO LANGUAGE SUPERVISOR
DESIGN AND DEVELOPMENT Jan. '89 -	* design the framework of the program sequence * prepare course materials * plan with principal(s) to: - integrate program - align school organization * meet with parents of proposed students to outline program expectations, etc. * other unforeseen duties.	* RESPONSIBILITY OF LANGUAGE SUPERVISOR * QUALIFIED NATIVE PERSON MUST BE HIRED TO WRITE AND PILOT THE FIRST YEAR OF PROGRAM 1/2 TIME? 3/4 TIME? SHARED?
IMPLEMENTATION	* teach pilot class(es) in Sept. '89 * keep careful records of concerns, needs, etc. * monitor and report on effect of withdrawal of students from other programs * bring interim report to Board May, 1990 on pilot program	QUALIFIED PERSON TO TEACH LANGUAGE SUPERVISOR TO MONITOR STUDENT OUTCOMES and PROGRAM

Based on Board decision program would:

- (a) cease
- (b) continue in pilot school(s)
- (c) expand

If (b) or (c):

- * program sequence would need to be developed and piloted over several years.

The Board of Education for the City of Hamilton

APPENDIX ANATIVE LANGUAGES PROGRAM

Program in Native Languages

The Hamilton Board of Education is interested in providing with the provision of programs in native languages. These programs are to be provided during the school day and not as extra-curricular activities. The Hamilton Board of Education is interested in providing programs in native languages for students who are of native birth or of native descent. The Board of Education is interested in providing programs in native languages for students who are of native birth or of native descent. The Board of Education is interested in providing programs in native languages for students who are of native birth or of native descent.

If you would like to know more about the program, or if you would like to have your children take courses in native languages, you are asked to complete the following questionnaire. IF YOU ARE NOT INTERESTED IN NATIVE LANGUAGES, PLEASE RETURN THE QUESTIONNAIRE TO THE BOARD OF EDUCATION. IF YOU ARE INTERESTED IN NATIVE LANGUAGES, PLEASE RETURN THE QUESTIONNAIRE TO THE BOARD OF EDUCATION. IF YOU ARE INTERESTED IN NATIVE LANGUAGES, PLEASE RETURN THE QUESTIONNAIRE TO THE BOARD OF EDUCATION. IF YOU ARE INTERESTED IN NATIVE LANGUAGES, PLEASE RETURN THE QUESTIONNAIRE TO THE BOARD OF EDUCATION.

The Hamilton Board of Education
Hamilton Board of Education
P. O. Box 188, Hamilton, L8N 3L1

Parents who are interested in this opportunity will receive their questionnaire by January 15, 1981. Questionnaires returned after this date will not be included in the report being prepared for this review. The review will be completed by the end of February and the results will be provided only in the form of a summary report. The results will be provided only in the form of a summary report. The results will be provided only in the form of a summary report.

If you wish to receive additional information about this proposed program, please indicate your name and address on the back of the last page. Thank you for your assistance with this project. The opinions of the residents of Hamilton are essential for the planning of native language programs.

Thank you

C. J. V. McKeown

C. J. V. McKeown, Superintendent
Curriculum and Special Services

The Board of Education for the City of Hamilton

OFFICE OF THE
SUPERINTENDENT OF CURRICULUM
AND SPECIAL SERVICES



100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

January 4, 1988

To: The Parents or Students of Board of Education Schools

Re: Programs in Native Languages

The Ontario Ministry of Education is interested in assisting with the provision of programs in native languages. These programs may be provided during the school day and may be taken by Native Peoples as well as by non-native people. The Hamilton Board of Education wishes to find out if there is enough interest within our city to introduce programs in native languages in our schools. If there is enough interest, we wish to know where the best places to offer the programs would be, and as well, what types of programs would best suit the people who would like to take them.

If you would like to take courses in native languages, (or if you would like to have your children take courses in native languages) you are asked to complete the following questionnaire. IF YOU ARE NOT INTERESTED IN NATIVE LANGUAGES COURSES YOU ARE ASKED TO DISCARD THIS QUESTIONNAIRE. Parents or students who complete the questionnaire are asked to return it to the school for forwarding to the Research Department at the Education Centre. If you prefer, you may mail your questionnaire to:

The Research Department
Hamilton Board of Education
P. O. Box 558, Hamilton, L8N 3L1

People who are interested in this opportunity must return their questionnaires by January 19, 1988. Questionnaires returned after that date will not be included in the report being prepared for this review. The Research Department regards all questionnaires as confidential. Results are provided only in the form of tables; no respondent is ever identified in any of the reports.

If you wish to receive additional information about this proposed program, please include your name and address on the back of the last page. Thank you for your assistance with this project. The opinions of the residents of Hamilton are essential for the planning of native language programs.

Yours truly

A handwritten signature in cursive script, reading "C.G.W. McKague".

C.G.W. McKague, Superintendent
Curriculum and Special Services

HAMILTON BOARD OF EDUCATION
QUESTIONNAIRE ON NATIVE LANGUAGES

PLEASE COMPLETE THIS QUESTIONNAIRE
ONLY IF YOU ARE INTERESTED IN NATIVE LANGUAGES

QUESTION 1: Are you ... (Please circle your answer)

A STUDENT A PARENT

QUESTION 2A: If you are a STUDENT, please complete the following:

CURRENT GRADE _____ SCHOOL _____

QUESTION 2B: If you are a PARENT, please complete the following for each of your children who would be interested in native languages. For children not yet enrolled in school, please indicate PRESCHOOL in the grade column. Please do not include any of your children who are completing their own questionnaire.

GRADE OF CHILD

PRESENT SCHOOL

QUESTION 3: Please circle, in the list below, the native language you would be most interested in studying.

CAYUGA CREE DELAWARE MOHAWK ONEIDA OJIBWE

QUESTION 4: Would you be prepared to take a program in a native language other than the one you chose in Question 3 if your choice is unavailable?

YES POSSIBLY NO If "yes", please specify _____

QUESTION 5: Are you a person of native ancestry?

YES NO

QUESTION 6: To be effective, all language programs should continue over a long time. If you are now a student, would you be prepared to attend (if you are a parent, would you be prepared to have your children attend) a native languages program over several years? Please circle your answer.

YES PROBABLY NOT SURE NO

QUESTION 7: If you are a parent, would you be prepared to participate in a native language program yourself?

YES NOT SURE NO I AM NOT A PARENT

If you circled "YES", when would the best time be?

DURING THE SCHOOL DAY RIGHT AFTER SCHOOL

DURING THE EVENING ON SATURDAYS

QUESTION 8: The Hamilton Board of Education does not provide transportation for optional programs such as this one. If the program is offered in a location other than in your neighbourhood, would you (as a student) be able to travel some distance to the school? Would your children (if you are a parent) be able to travel some distance to the program?

Please CHECK your answer.

YES I can supply my own transportation _____

YES (If the program is on a CITY bus route) _____

NO _____

QUESTION 9: What is your present level of skill in your native language? Please check your response.

LITTLE OR NO SKILL IN A NATIVE LANGUAGE _____

UNDERSTANDING OF THE SPOKEN WORD IN A NATIVE LANGUAGE _____

ABLE TO SPEAK TO OTHERS IN A NATIVE LANGUAGE _____

A WORKING KNOWLEDGE OF READING AND WRITING IN A NATIVE LANGUAGE _____

If you wish to receive additional information about the proposed native language program, please PRINT your name and address on the back of the last page.

IF YOU WISH, YOU MAY MAKE ADDITIONAL COMMENTS
ON THE BACK OF THE LAST PAGE

A NEEDS ANALYSIS FOR PROGRAMS IN NATIVE LANGUAGES

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
JANUARY, 1988

1. INTRODUCTION

The Ontario Ministry of Education, in 1987, expressed an interest in supporting local initiatives of boards of education which wished to provide instruction in native languages. These initiatives were encouraged by the Ministry's Native Languages Program, which was established in 1987. The Ministry's Native Languages Program is a part of the Ministry's commitment to the development of the native languages of the province.

A NEEDS ANALYSIS FOR PROGRAMS IN NATIVE LANGUAGES

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
JANUARY, 1988

TABLE OF CONTENTS

1. Introduction..... page 1
2. Summary of the Responses..... page 1
3. Summary Remarks..... page 6

2. SUMMARY OF THE RESPONSES

QUESTION 1: ARE YOU

A STUDENT

A PARENT

TOTAL RESPONSES

Research Services Department
Hamilton Board of Education
February 1, 1988

In addition to the 700 responses listed above, there were 11 questionnaires returned with the request to this question omitted. In total, then, there were 711 questionnaires returned for this survey.

A NEEDS ANALYSIS FOR PROGRAMS IN NATIVE LANGUAGES

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
JANUARY, 1988

1. INTRODUCTION

The Ontario Ministry of Education, in 1987, expressed an interest in supporting local initiatives of boards of education which wished to provide instruction in native languages. Those languages which were of chief interest to the Ministry were Cayuga, Cree, Delaware, Mohawk, Oneida, and Ojibwe. In response to the Ministry directive, the Superintendent of Curriculum and Special Services for the Hamilton Board of Education requested that the Research Services Department prepare a needs analysis for instruction in these six languages.

The needs analysis took the form of a 9-item questionnaire which was developed using the expertise of the Ministry of Education staff and leaders of local Native Peoples' groups. The questionnaire was circulated to all students attending Hamilton Board of Education schools and, in addition, questionnaires were provided to Native Peoples' Centres to permit parents of pre-school children to have the opportunity to respond. One of the directions in the questionnaire requested that those people who had no interest in native languages should not return a response. For this reason, it is assumed that all returned questionnaires indicate an interest in studying native languages to some extent. The following report summarizes the responses.

2. SUMMARY OF THE RESPONSES

QUESTION 1: Are you...

A STUDENT 73 RESPONSES (32% OF 226)

A PARENT 153 RESPONSES (68% OF 226)

TOTAL RESPONSES 226 RESPONSES

In addition to the 226 responses listed above, there were 12 questionnaires returned with the answer to this question omitted. In total, then, there were 238 questionnaires returned for this review.

page 2

QUESTION 2a: If you are a student, please complete the following:

GRADE	NUMBER OF STUDENTS	
PRE GRADE 1	0	0%
GRADE 1,2,3	8	11% of 74
GRADE 4,5,6	23	31% of 74
GRADE 7,8	14	19% of 74
GRADE 9,10,11	23	31% of 74
GRADE 12,13	6	8% of 74
TOTAL RESPONSES	74	

LOCATION OF SCHOOL PRESENTLY ATTENDING

LOWER CITY EAST	15	
LOWER CITY CENTRAL	21	L.C. TOTAL: 54 (73%)
LOWER CITY WEST	18	
UPPER CITY EAST	5	
UPPER CITY CENTRAL	8	U.C. TOTAL: 20 (27%)
UPPER CITY WEST	7	
TOTAL RESPONSES	74	

QUESTION 2b: If you are a parent, please complete the following:

GRADES OF YOUR CHILDREN	NUMBER OF CHILDREN REPORTED	
PRE-SCHOOL	21	6% OF 335
JRK & KGN	42	13% OF 335
GR 1 TO 6	167	50% OF 335
OTHER	31	9% OF 335
TOTAL	335	

LOCATION OF SCHOOL COMMUNITY

LOWER CITY EAST	55	
LOWER CITY CENTRAL	108	L.C. TOTAL: 177 (75%)
LOWER CITY WEST	14	
UPPER CITY EAST	21	
UPPER CITY CENTRAL	29	U.C. TOTAL: 59 (25%)
UPPER CITY WEST	9	
TOTAL	236	

The total number of students and pre-school children reported in this study as having the potential of being interested in native languages would be found by adding question 2a (74) and 2b (261): a total of 335 students.

page 3

QUESTION 3: Which native language would you be most interested in studying?

LANGUAGE	NUMBER OF RESPONSES	
CAYUGA	49	18% of 277
CREE	36	13% of 277
DELAWARE	10	4% of 277
MOHAWK	107	38% of 277
ONEIDA	26	9% of 277
OJIBWE	49	18% of 277
TOTAL RESPONSES	277*	

* NOTE: Some respondents chose more than one language and some respondents omitted responding to question 3 so question 2 and question 3 do not precisely correspond.

QUESTION 4: Would you be prepared to take a program in a native language other than the one you chose in Question 3 if your choice is unavailable?

RESPONSE	NUMBER OF RESPONSES	
YES	140	66% of 213
POSSIBLY	38	18% of 213
NO	35	16% of 213
TOTAL	213	

SUMMARY TABLE FOR QUESTIONS 3 AND 4: LANGUAGE PREFERENCE

	1ST CHOICE	2ND CHOICE	1ST + 2ND CHOICE	
CAYUGA	49	39	88	36% of 238
CREE	36	41	77	32% of 238
DELAWARE	10	25	35	15% of 238
MOHAWK	107	54	161	68% of 238
ONEIDA	26	34	60	25% of 238
OJIBWE	49	35	84	35% of 238

COMMENT ON QUESTIONS 3 AND 4

There were 238 questionnaires returned in this study. The purpose of these two questions was to determine which native language(s) would be most appropriate to provide. By combining first and second choice, it would appear that nearly 70% of the respondents would be interested in Mohawk. No other language comes close to that level.

QUESTION 5: Are you a person of native ancestry?

RESPONSE	NUMBER OF RESPONSES	
YES	144	63% of 230
NO	86	37% of 230
TOTAL RESPONSES	230	

QUESTION 6: To be effective, all language programs should continue over time. Would you be prepared to attend a program of native studies for an extended period of time?

	NUMBER OF RESPONSES	
YES	149	65% of 228
PROBABLY	53	23% of 228
NOT SURE	23	10% of 228
NO	3	1% of 228
TOTAL RESPONSES	228	

QUESTION 7: If you are a parent, would you be prepared to participate in a native language program yourself?

RESPONSE	NUMBER	
YES	133	72% of 186
NOT SURE	29	16% of 186
NO	24	13% of 186
TOTAL RESPONSES	186	*

* NOTE: Some parents did not answer this question and some students answered this question for their parents. The actual number of parents in the survey (from question 1) was 153.

If you answered "YES", when would the best time be?

RESPONSE	NUMBER	
DURING THE SCHOOL DAY	43	23% of 183
RIGHT AFTER SCHOOL	22	12% of 183
DURING THE EVENING	78	42% of 183
ON SATURDAYS	40	22% of 183
TOTAL RESPONSES	183	

page 5

QUESTION 8: The Hamilton Board of Education does not provide transportation for optional programs such as this one. If the program is offered in a location other than in your neighbourhood, would you be able to travel some distance to reach the school?

RESPONSE	NUMBER	
YES (I can supply my own transportation)	85	39% of 220
YES (If the program is on a bus route)	115	52% of 220
NO	40	9% of 220
TOTAL	220	

QUESTION 9: What is your present level of skill in your native language

RESPONSE	NUMBER		STUDENTS ONLY	PARENTS ONLY
LITTLE OR NO SKILL	221	95% of 231	70	142
UNDERSTAND THE SPOKEN WORD	8	4% of 231	2	5
ABLE TO SPEAK TO OTHERS	0		0	0
A WORKING KNOWLEDGE OF READING AND WRITING	2	1% of 231	0	1
TOTAL RESPONSES	231 *		72	148

NOTES FOR QUESTION 9

As some respondents did not identify themselves (in question 1) as either parents or students, the numbers in question 9 are not additive. It is interesting to note that only 8 of the respondents (4%) feel they understand the spoken word and only 2 of the 231 respondents feel they have a working knowledge of their native language. Notwithstanding the low levels of knowledge, the respondents appear to believe that facility in a native language would be very valuable.

ADDITIONAL COMMENTS PROVIDED BY THE RESPONDENTS

The respondents were invited to place their names and addresses on the back of the questionnaire if they wished to receive additional information should the program get under way. In all, 118 people (50% of the total) included their names and addresses. As well, respondents were invited to make additional comments on matters which were important to them. Twenty-six respondents provided comments. These comments are summarized in the table below.

COMMENT THEME	NUMBER OF RESPONSES
I do not speak my native language but I wish that I could and I welcome this opportunity for myself and my children.	13 comments
Native language programs should be provided to native peoples.	6 comments
I could participate only if the time and place were convenient.	4 comments
Comments totally off topic	3 comments

3. SUMMARY REMARKS

This questionnaire received a large circulation: virtually every student in Hamilton Board of Education schools had the opportunity to respond. As well, opportunity was available for community residents not attending school to respond. In all 238 questionnaires were returned of which 144 (63%) were from people of native ancestry.

In general, the students who responded or who were included in parent questionnaires tended to be in the lower grades of elementary school or pre-school.

The respondents most frequently live in the lower city central and west regions.

The language most favoured for instruction is Mohawk.

The respondents appear to be committed to a study program extending over a lengthy time.

There is considerable interest from parents to participate in the program but the time preference for parents is not clear.

There is no question but that transportation would be a problem (only 39% of the respondents would be able to reach the program by their own means).

There is little competence in native languages among the responding group at the present time.

ATTENDANCE AREA

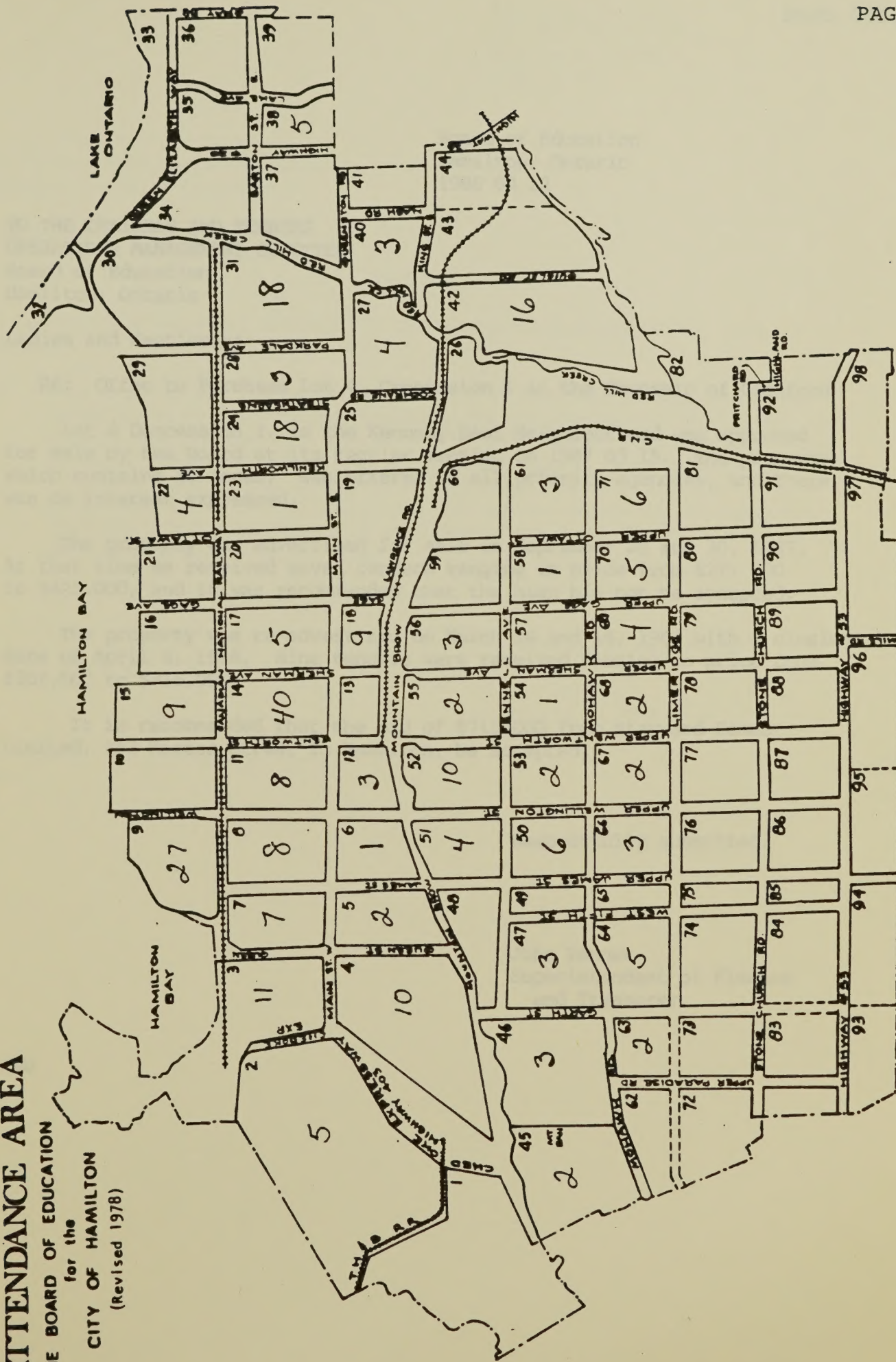
THE BOARD OF EDUCATION

for the

CITY OF HAMILTON

(Revised 1978)

LOCATION BY NEIGHBOURHOODS OF RESPONDENTS
TO LIAISON LANGUAGES QUESTIONNAIRE
JANUARY, 1988



110 SCHOOL SPECIFIED 10

286

Board of Education
Hamilton, Ontario
1988 04 12

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Offer to Purchase Lot 4, Concession 1 in the Township of Glanford

Lot 4 Concession 1, in the Kennedy East Neighbourhood was approved for sale by the Board at its regular meeting on 1987 03 15. The property, which contains 10 acres, was offered to all priority agencies, and there was no interest expressed.

The property was advertised for sale on September 28 and 30, 1987. At that time we received seven tenders ranging in price from \$27, 000 to \$423,000, and it was recommended that the high bid not be accepted.

The property was re-advertised on March 14 and 16, 1988 with a closing date of April 8, 1988. Nine tenders were received ranging in price from \$301,000 to \$715,000.

It is recommended that the bid of \$715,000 from Starward Homes Limited, 152 Hester Street in Hamilton, be accepted.

Respectfully submitted,

John Penner
Superintendent of Finance
and Treasurer

/kb

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendation for your approval:

- (a) That a grant application in the amount of \$146,062 to Employment and Immigration Canada (Job Development) for the Community Child Abuse Council and the Board of Education for the City of Hamilton to develop a Family Violence Program and a community support team consisting of 3 Program Coordinators, 2 Graphic Artists and 2 Word Processor Operators, to work with social service agency personnel and personnel from the three area Boards of Education commencing May 13, 1988, at no cost to the Board, be approved.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

1988 04 12.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for March 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$103,440 vs \$53,634 in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$142,639 vs \$112,079 in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$137,645 vs \$130,271 in 1987.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE MONTH OF MARCH, 1988

PAGE 34B.

REVENUE FUND

	<u>BANK</u>	<u>AMOUNT</u>	<u>TERM</u>	<u>RATE</u>	<u>INTEREST</u>	
		\$	Month-Day to Month-Day	%	<u>EXPECTED</u>	<u>THIS MONTH</u>
					\$	\$
REVENUE FUND	BM-m	200,000	02 16 - 03 01	8.00	614	44
<u>SALES</u>	BM-m	200,000	02 16 - 03 03	8.00	701	132
	BNS-t	200,000	02 18 - 03 03	7.75	595	127
	BNS-t	250,000	02 26 - 03 07	8.00	548	384
	BNS-t	175,000	02 26 - 03 08	8.00	422	307
	BNS-t	175,000	02 26 - 03 09	8.00	460	345
	BNS-t	930,000	02 26 - 03 10	8.00	2,650	2,038
	BNS-t	600,000	02 29 - 03 10	8.00	1,315	1,315
	TD-t	1,350,000	03 02 - 03 10	8.25	2,441	2,441
	TD-t	170,000	03 04 - 03 10	8.00	224	224
	BNS-t	350,000	03 16 - 03 21	8.00	384	384
	BNS-t	200,000	03 16 - 03 23	8.00	307	307
	BNS-t	200,000	03 16 - 03 24	8.00	351	351
	BNS-t	400,000	03 16 - 03 25	8.00	789	789
	BNS-t	200,000	03 16 - 03 31	8.00	658	658

TOTAL REVENUE \$ 5,600,000
 FUND SALES =====

REVENUE FUND
INVENTORY

TOTAL REVENUE	\$	0	REVENUE FUND INTEREST EARNED THIS MONTH	\$ 9,846
FUND INVENTORY	=====		REVENUE FUND INTEREST EARNED THIS YEAR	\$103,440
				=====

BNS = Bank of Nova Scotia t = term deposit
 BC = Bank of Commerce m = mortgage
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	PANEL	AMOUNT \$	TERM Month-Day to Month-Day	RATE %	INTEREST	
						EXPECTED \$	THIS MONTH \$
CAPITAL FUND	BNS-m	E	1,522,000	01 15 - 03 10	8.25	18,921	3,440
<u>SALES</u>	BNS-m	S	980,000	01 15 - 03 10	8.25	12,183	2,215
	BNS-m	S	995,000	12 15 - 03 15	8.30	20,590	3,394
	BNS-t	E	200,000	02 15 - 03 25	8.50	1,816	1,164
	BNS-t	E	1,528,000	02 15 - 03 31	8.50	16,013	11,031
	BNS-t	S	730,000	02 15 - 03 31	8.50	7,650	5,270
TOTAL CAPITAL			\$5,955,000				
FUND SALES			=====				

CAPITAL FUND	BNS-t	S	1,000,000	02 15 - 04 08	8.50	12,342	7,219
<u>INVENTORY</u>	BNS-t	E	1,125,000	03 10 - 04 08	8.20	7,329	5,308
	BNS-t	S	450,000	03 10 - 04 11	8.20	3,235	2,123
	BNS-t	S	250,000	03 10 - 04 12	8.20	1,853	1,179
	BNS-t	S	125,000	03 10 - 04 13	8.20	955	590
	BNS-t	S	1,017,000	03 15 - 04 25	8.25	9,425	3,678
	BNS-m	E	155,000	03 25 - 05 02	8.15	1,315	208
	BNS-t	E	1,542,000	03 31 - 05 10	8.30	14,026	-
	BNS-t	S	437,000	03 31 - 05 10	8.30	3,975	-

TOTAL CAPITAL			\$6,101,000	CAPITAL FUND INTEREST EARNED THIS MONTH \$ 46,819			
FUND INVENTORY			=====	CAPITAL FUND INTEREST EARNED THIS YEAR \$142,639			
				=====			

BNS = Bank of Nova Scotia t = term deposit E = Elementary
 BC = Bank of Commerce m = mortgage S = Secondary
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		AMOUNT	TERM	RATE	INTEREST	
		\$	Month-Day to Month-Day	%	EXPECTED	THIS MONTH
					\$	\$
RESERVE FUND	BNS-m	1,000,000	01 15 - 03 10	8.25	12,432	2,260
<u>SALES</u>	BNS-m	100,000	01 15 - 03 11	8.25	1,266	249
	BNS-m	510,000	01 15 - 03 15	8.25	6,916	1,729
	BNS-m	1,487,000	12 15 - 03 15	8.30	30,771	5,072
	BNS-m	550,000	01 15 - 03 17	8.25	7,708	2,113
	BNS-m	475,000	01 15 - 03 21	8.25	7,086	2,255
	BM-m	250,000	02 10 - 03 23	7.85	2,258	1,237
	BM-m	250,000	02 10 - 03 24	7.85	2,312	1,290
	BM-m	368,000	02 10 - 03 25	7.85	3,482	1,979
TOTAL RESERVE		\$4,990,000				
FUND SALES		=====				

RESERVE FUND	BNS-t	2,062,000	02 15 - 04 08	8.50	25,450	14,886
<u>INVENTORY</u>	BM-m	558,000	03 17 - 04 11	7.75	2,962	1,659
	BNS-t	480,000	03 21 - 04 11	7.75	2,140	1,019
	BNS-t	253,000	03 23 - 04 11	7.75	1,021	430
	BNS-t	150,000	03 15 - 04 13	8.25	983	542
	BNS-t	550,000	03 15 - 04 14	8.25	3,729	1,989
	BNS-t	465,000	03 15 - 04 15	8.25	3,258	1,682
	BNS-t	283,000	03 15 - 04 26	8.25	2,687	1,023
	BNS-m	253,000	03 24 - 04 29	8.15	2,034	395
	BNS-m	370,000	03 25 - 04 29	8.15	2,892	496
TOTAL RESERVE		\$5,424,000				
FUND INVENTORY		=====				

RESERVE FUND INTEREST EARNED THIS MONTH \$ 42,305

RESERVE FUND INTEREST EARNED THIS YEAR \$137,645

=====

TOTAL PORTFOLIO \$11,525,000

=====

TOTAL PORTFOLIO INTEREST EARNED THIS MONTH

\$ 98,970

=====

TOTAL PORTFOLIO INTEREST EARNED THIS YEAR

\$383,724

=====

TOTAL PORTFOLIO INTEREST TO DATE 1987

\$295,984

=====

TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1987

\$ 87,740

=====

1988 04 12.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 03 31.

REVENUE FUND

Levy receipts from the City of Hamilton are based on the 1987 payment schedule. We will be notified of the actual 1988 payment schedule in April, after the budget is approved.

Grant receipts from the Province of Ontario are also being received according to last year's revised base. By the end of March 1988, payments total 17% as compared to 12% advanced against the same months in 1987.

Actual expenditures and miscellaneous revenues are reported for the month.

Respectfully submitted,

J. Penner,
Superintendent of Finance and Treasurer.

/dtg
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PAGE 34F.

R E V E N U E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH BALANCE</u> <u>IN (OUT) AVAILABLE</u>	<u>INVESTED IN</u> <u>PORTFOLIO OTHER & (BORROWED)</u>
<u>ACTUAL</u>				
Balance Forward 1988 01 01			\$ 10,865	11,020 (155) -
January	13,219	15,803	(2,584) 8,281	8,505 (224) -
February	13,218	18,696	(5,478) 2,803	2,730 73
March	12,882	17,989	(5,107) (2,304)	- (19) (2,285)

1988 04 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PAGE 34G.

1988 PROJECTED CASH FLOWREVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218
March	8,358	3,529	995	12,882

1988 04 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PAGE 34H.

C A P I T A L R E S E R V E F U N D

1988 CASH FLOW

(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH BALANCE</u> <u>IN (OUT) AVAILABLE</u>	<u>INVESTED IN</u>		
				<u>PORTFOLIO</u>	<u>OTHER & LOANED</u>	
<u>ACTUAL</u>						
Balance Forward 1988 01 01			\$ 7,115	7,109	6	-
January	\$ 43	44	(1)	7,109	5	-
February	62	218	(156)	6,958	3	-
March	78	279	(201)	6,101	6	650

To the Members of
The Board of Education
The City of Hamilton.

We have examined the Trust Funds Balance Sheet of the Board of Education for the year ended March 31, 1988 and the Statement of Cash Flows for the year then ended. The accounting and basis of accounting used generally complied with the standards and principles of accounting and other provisions as we considered necessary in the circumstances.

We also examined these financial statements against the financial position of the Trust Funds as at September 30, 1987 and the changes in their surplus for the year then ended in accordance with the basis of accounting described in the note to the financial statements, applied as a basis consistent with that of the preceding years.

HAMILTON, ONTARIO,
March 31, 1988.

Pennell Kerr MacGillivray

CHARTERED ACCOUNTANTS

1988 04 12

**Pannell
Kerr
MacGillivray**
Chartered Accountants

M.P.O. Box 679,
4 Hughson Street South,
Hamilton, Ontario L8N 3M5
Telephone: (416) 523-7732
Fax: 572-9333

AUDITORS' REPORT
ON THE TRUST FUNDS ADMINISTERED BY
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

To the Members of
The Board of Education
for the City of Hamilton.

We have examined the Trust Funds Balance Sheet of the Board of Education for the City of Hamilton as at December 31, 1987 and the Statement of Trust Funds Surplus for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion these financial statements present fairly the financial position of the Trust Funds as at December 31, 1987 and the changes in their surplus for the year then ended in accordance with the basics of accounting described in the note to the financial statements, applied on a basis consistent with that of the preceding year.

Hamilton, Ontario,
March 4, 1988.

Pannell Kerr MacGillivray

CHARTERED ACCOUNTANTS.

The Board of Education for the City of Hamilton
Trust Funds Balance Sheet
For the Year Ended December 31, 1987

Assets

Cash in Bank	\$ 6,439
Investments, at Cost (Market Value \$67,105)	69,851
	<u>\$76,290</u>
	=====

Surplus

Capital Funds	\$69,851
Unexpended Income	6,439
	<u>\$76,290</u>
	=====

Statement of Trust Fund Surplus

	<u>Capital Funds</u>	<u>Unexpended Income</u>	<u>Total</u>
Balance, January 1, 1987	\$69,851	\$ 6,080	\$75,931
Revenue			
Interest Received		6,034	6,034
	<u>69,851</u>	<u>12,114</u>	<u>81,965</u>
Expenditure			
Awards		5,675	5,675
Balance, December 31, 1987	\$69,851	\$ 6,439	\$76,290
	=====	=====	=====

Note to Financial Statements

Significant Accounting Policy

Revenue and expenditure are recorded on the cash basis.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TRUST FUNDS

SCHEDULE OF INVESTMENTS
AS AT DECEMBER 31, 1987

	DOM. OF CAN. 3%	GOV'T OF CAN. 11.5%	GOV'T OF CAN. 5%	FIRST CITY TRUST 9.25%	Total
	SEPT. 15/96	DEC. 15/93	JUNE 1/88	June 16/88	
A. D. Needle Trust Fund Award	\$	\$	\$	\$	\$ 2,800.00
A. Morrell Memorial Scholarship		2,977.50		430.50	3,408.00
Art Scholarship	3,350.00			1,750.00	5,100.00
Miss Susan E. Bennetto Award			1,000.00	116.25	1,116.25
Buchan Medal Award	800.00			250.00	1,050.00
Sir John A. Macdonald Secondary School Award	1,117.00			1,000.00	2,117.00
Ezra E. Parkhouse Prize				100.00	100.00
Frank A. Magee Award				211.50	211.50
George R. Allan Prize				200.00	200.00
L. George Russell Award				343.50	343.50
Hamilton Draftsmen's Association Prize			100.00	3,750.00	3,850.00
Hess Street School Reunion Award				500.00	500.00
H. H. Lowden Award			100.00	1,550.00	1,550.00
Ida Robb Award				1,174.35	1,274.35
Strathcona Reunion Committee Award	400.00			600.00	600.00
John McCullough Award				50.00	450.00
Sir John M. Gibson Award	600.00			1,100.00	1,100.00
James Johnson Memorial Award				9,416.18	10,016.18
Lawrence Munroe Scholarship				9,503.60	9,503.60
Muriel Eastman Scholarship in English			300.00	28.87	328.87
Memorial Award	2,233.00			3,700.00	5,933.00
McIlwraith War Memorial Award				150.00	150.00
George R. Parke Award				590.00	590.00
Ruth Cole Award				594.37	594.37
Sino-Canadian Friendship Award				4,561.40	4,561.40
Thomas F. McIlwraith Award				200.00	200.00
Vern Ames Prize in Mathematics				7,202.75	7,202.75
Wm. Alexander Lees Memorial Scholarship				5,000.00	5,000.00
	\$8,500.00	\$2,977.50	\$1,500.00	\$56,873.27	\$69,850.77
	=====	=====	=====	=====	=====
Market Value, December 31, 1987	\$5,588.75	\$3,168.90	\$1,473.75	\$56,873.27	\$67,104.67
	=====	=====	=====	=====	=====

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
TRUST FUNDS
SURPLUS
AS AT DECEMBER 31, 1987

Capital

A. D. Needle Trust Fund Award	\$2,800.00
A. Morrell Memorial Scholarship	3,408.00
Art Scholarship	5,100.00
Miss Susan E. Bennetto Award	1,116.25
Buchan Medal Award	1,050.00
Sir John A. Macdonald Secondary School Award	2,117.00
Ezra E. Parkhouse Prize	100.00
Frank A. Magee Award	211.50
George R. Allan Prize	200.00
L. George Russell Award	343.50
Hamilton Draftsmen's Association Prize	3,850.00
Hess Street School Reunion Award	500.00
H. H. Lowden Award	1,550.00
Ida Robb Award	1,274.35
Strathcona Reunion Committee Award	600.00
John McCullough Award	450.00
Sir John M. Gibson Award	1,100.00
James Johnson Memorial Award	10,016.18
Lawrence Munroe Scholarship	9,503.60
Muriel Eastman Scholarship in English	328.87
Memorial Award	5,933.00
McIlwraith War Memorial Award	150.00
George R. Parke Award	590.00
Ruth Cole Award	594.37
Sino-Canadian Friendship Award	4,561.40
Thomas F. McIlwraith Award	200.00
Vern Ames Prize in Mathematics	7,202.75
Wm. Alexander Lees Memorial Scholarship	5,000.00

\$69,850.77

=====

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
TRUST FUNDS
SURPLUS
AS AT DECEMBER 31, 1987

Unexpended Income

A. D. Needle Trust Fund Award	\$ 14.13
A. Morrell Memorial Scholarship	177.64
Art Scholarship	67.64
Miss Susan E. Bennetto Award	26.14
Buchan Medal Award	17.47
Sir John A. Macdonald Secondary School Award	28.75
Ezra E. Parkhouse Prize	.11
Frank A. Magee Award	2.26
George R. Allan Prize	.78
L. George Russell Award	1.46
Hamilton Draftsmen's Association Prize	17.29
Hess Street School Reunion Award	124.84
H. H. Lowden Award	21.95
Ida Robb Award	30.08
Strathcona Reunion Committee Award	-
John McCullough Award	15.05
Sir John M. Gibson Award	7.00
James Johnson Memorial Award	6.78
Lawrence Munroe Scholarship	179.26
Muriel Eastman Scholarship in English	7.63
Memorial Award	5.79
McIlwraith War Memorial Award	.60
George R. Parke Award	2.84
Ruth Cole Award	2.64
Sino-Canadian Friendship Award	5,570.84
Thomas F. McIlwraith Award	7.88
Vern Ames Prize in Mathematics	94.77
Wm. Alexander Lees Memorial Scholarship	7.84
	<u>\$ 6,439.46</u>
	=====

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
TRUST FUND AWARDS
FOR THE YEAR ENDED DECEMBER 31, 1987

A. D. Needle Trust Fund Award	\$ 240.00	Secondary Schools	- Highest marks in English and History (3 @ \$80).
A. Morrell Memorial Scholarship	400.00	W. H. Ballard	- Three students standing highest in Arithmetic (1 @ \$200, 1 @ \$120, 1 @ \$80).
Art Scholarship	260.00	Sir J. A. Macdonald	- Art, Architectural Drafting and Mechanical Drafting awards (1 @ \$80, 3 @ \$60).
Miss Susan E. Bennetto Award	64.89	Bennetto	- Highest citizenship qualities in graduating class (\$50) purchase of library books (14.89).
Buchan Medal Award	50.00	Sherwood	- Proficiency in Latin and English (1 award).
Sir John A. Macdonald Secondary School Award	120.00	Sir J. A. Macdonald	- Proficiency in Metal Work course (1 award).
Ezra E. Parkhouse Prize	9.50	Dalewood	- Proficiency in Industrial Arts (1 award).
Frank A. Magee Award	20.00	Central	- Proficiency in oral and written Language skills (1 award).
George R. Allan Prize	17.00	George R. Allan	- Boy and girl with highest standing in graduating class (2 @ \$8.50).
L. George Russell Award	30.00	Glen Echo	- Best all-round student in graduating class (1 @ \$30).
Hamilton Draftsmen's Association Prize	405.00	Secondary Schools	- Scholarship in Mechanical, Electrical or Electrical Drafting (3 @ \$135).
Hess Street School Reunion Award	84.27	Hess Street	- Male and female student displaying superior scholarship and citizenship (2 @ \$42.13).
H. H. Lowden Award	116.83	Centennial	- Most improvement in character and proficiency and to purchase library/classroom books (3 @ \$29.21, 1 @ \$29.20).
Ida Robb Award	120.00	Briarwood	- Outstanding achievement (1 award).
Strathcona Reunion Committee Award	53.38	Strathcona	- Highest standing in entrance class (2 @ \$26.69).
John McCullough Award	30.00	Central	- Boys and girls with highest standing in senior grades (2 @ \$15).
Sir John M. Gibson Award	60.00	Central	- Boy and girl with highest standing in graduating class (2 @ \$30).
	60.00	Gibson	- Boy and girl with highest standing in graduating class (2 @ \$30).
James Johnson Memorial Award	880.00	Elementary Schools	- Advancement of Music (2 @ \$110. 3 @ \$220).
Lawrence Munroe Scholarship	1,000.00	Secondary Schools	- Study of Architecture (1 award).
Muriel Eastman Scholarship in English	12.00	Prince of Wales	- Proficiency in English (1 award).
Memorial Award	442.00	Secondary Schools	- History books for each library (20 @ \$22.10).
McIlwraith War Memorial Award	20.00	Centennial	- Subsidize camping fees.
George R. Parke Award	50.00	Sir J. A. Macdonald	- Championship for Sports Day (1 award).
Ruth Cole Award	49.10	Queen Victoria	- Outstanding academic and citizenship qualities (1 award).

Sino-Canadian Friendship Award	-	All Schools	- To aid deserving students to finance an educational trip.
Thomas F. McIlwraith Award	30.00	Centennial	- Subsidize camping fees.
Vern Ames Prize in Mathematics	616.00	Elementary Schools	- Proficiency in public school Arithmetic (2 @ \$14, 21 @ \$28).
Wm. Alexander Lees Memorial Scholarship	435.00	Adelaide Hoodless	- Highest standing in all academic subjects (2 @ \$130, 2 @ \$44, 1 @ \$87).
	<u>\$5,674.97</u>		
	=====		

ADMINISTRATIVE REPORT

To the Supporters of The Board of Education for the City of Hamilton.

We have examined the Balance Sheet of the Board of Education for the City of Hamilton as at December 31, 1937, the Revenue Fund Statement of Operations, the Capital Fund Statement of Operations and the Reserve Fund Statement of Operations for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Board as at December 31, 1937, and results of its operations and the changes in its reserves during the year then ended in accordance with the accounting principles described in note 2 to the financial statements which are in basic conformity with that of the preceding year.

Hamilton, Ontario,
March 10, 1938.

Percy Ross MacCullough

CHARTERED ACCOUNTANT.

AUDITORS' REPORT

To the Supporters of The Board of
Education for the City of Hamilton.

We have examined the Balance Sheet of the Board of Education for the City of Hamilton as at December 31, 1987, the Revenue Fund Statement of Operations, the Capital Fund Statement of Operations and the Reserve Fund Statement of Continuity for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Board as at December 31, 1987, the results of its operations and the changes in its reserve funds for the year then ended in accordance with the accounting principles described in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Hamilton, Ontario,
March 18, 1988.

Pannell Kerr MacGillivray

CHARTERED ACCOUNTANTS.

Liabilities

Current Assets	1987	1986	Current Liabilities	1987	1986
Cash and Short-term Deposits	\$25,612,591	\$24,660,721	Accounts Payable	\$ 927,323	\$ 538,549
Accounts Receivable	2,347,791	70,806	Over-Requisition (Elementary) Note 1(d)	1,027,265	40,971
Other School Boards	3,629,205	4,291,928	Over-Requisition (Secondary) Note 1(d)	8,411,560	8,343,324
Government of Ontario	539,349	388,924	Trade Payables and Accrued Liabilities		
Other	245,880	43,382	Reserve for Assessment Appeal - Note 3		
Prepaid Expenses	156,700	169,065	(Elementary)	438,000	
Other Current Assets	<u>32,531,516</u>	<u>29,624,826</u>	(Secondary)	322,000	
			Reserve for Tax Reduction - Note 4	545,000	
			(Secondary)	<u>1,644,488</u>	<u>1,794,170</u>
			Deferred Income	<u>13,315,636</u>	<u>10,717,014</u>
			Net Long-term Liabilities - Note 5	3,592,882	5,524,153
Capital Outlay to be Recovered			Reserve for Working Funds - Note 1(c)	5,000,000	5,000,000
In Future Years - Note 1(b)			Equity in Reserve Funds - Note 1(c)	<u>14,215,880</u>	<u>13,907,812</u>
				\$36,124,398	\$35,148,979

The Board of Education for the City of Hamilton
Revenue Fund Statement of Operations
For the Year Ended December 31, 1987
(With Comparative Figures for 1986)

<u>Expenditure</u>	1987		<u>TOTAL</u>	1986
	<u>Elementary</u>	<u>Secondary</u>		<u>TOTAL</u>
Business Administration	\$1,228,907	\$1,316,994	\$2,545,901	\$2,645,455
General Administration	617,871	662,160	1,280,031	1,136,282
Computer Services	534,367	637,491	1,171,858	1,114,216
Instruction	79,833,287	59,848,783	139,682,070	132,184,979
Plant Operation and Maintenance	12,692,541	9,877,895	22,570,436	22,113,667
Transportation	3,223,424	374,674	3,598,098	3,148,120
Tuition Fees	30,242	1,544,000	1,574,242	535,071
Capital Expenditure (Non-Allocable)	1,722,390	525,059	2,247,449	2,150,245
Debt Charges - Note 6	713,409	1,581,211	2,294,620	2,501,591
Other Operating Expenditure	1,348,549	1,990,018	3,338,567	2,946,217
Non-operating Expenditure Excluding Transfers to Reserves	710,424	537,038	1,247,462	1,237,495
Total Expenditure	<u>102,655,411</u>	<u>78,895,323</u>	<u>181,550,734</u>	<u>171,713,338</u>
<u>Recovery of Expenditure</u>				
Other School Boards - Tuition Fees & Miscellaneous	616,306	5,404,355	6,020,661	2,520,517
Government of Ontario - Miscellaneous	101,724	249,962	351,686	406,062
Government of Canada	101,329	538,129	639,458	563,666
Individuals - Tuition Fees	114,079	487,386	601,465	496,991
Other Revenue Excluding Transfers from Reserves	2,445,525	1,257,436	3,702,961	3,557,104
Total Recovery of Expenditure	<u>3,378,963</u>	<u>7,937,268</u>	<u>11,316,231</u>	<u>7,544,340</u>
Net Expenditure	<u>\$99,276,448</u>	<u>\$70,958,055</u>	<u>\$170,234,503</u>	<u>\$164,168,998</u>
<u>Financing of Net Expenditure</u>				
Government of Ontario General Legislative Grants	<u>\$35,694,994</u>	<u>\$23,328,723</u>	<u>\$59,023,717</u>	<u>\$52,311,923</u>
Local Taxation				
Previous Year's Over (Under)				
Requisition - Note 1(d)	355,468	179,050	534,518	2,304,169
Local Taxation Raised In Current Year	64,486,760	48,703,508	113,190,268	103,857,318
Refund of Taxes for Reasons of Employees'				
Withdrawal of Services	-	-	-	5,443,253
Decrease (Increase) in Reserves Other than Reserve for Refund of Taxes	104,549	641,039	745,588	831,855
	<u>64,946,777</u>	<u>49,523,597</u>	<u>114,470,374</u>	<u>112,436,595</u>
To be Applied to the Following Year's Taxation				
Reserve for Assessment Appeal - Note 3	(438,000)	(322,000)	(760,000)	-
Reserve for Refund of Taxes - Note 4		(545,000)	(545,000)	-
Net Under (Over) Requisition - Note 1(d)	<u>(927,323)</u>	<u>(1,027,265)</u>	<u>(1,954,588)</u>	<u>(579,520)</u>
Total Financing	<u>\$99,276,448</u>	<u>\$70,958,055</u>	<u>\$170,234,503</u>	<u>\$164,168,998</u>

The Board of Education for the City of Hamilton
 Capital Fund Statement of Operations
 For the Year Ended December 31, 1987
 (With Comparative Figures for 1986)

	<u>1987</u>	<u>1986</u>
<u>Capital Expenditure</u>		
Fixed Assets and Work in Progress		
Buildings	\$2,215,234	\$2,139,324
Furniture and Equipment	1,862,964	1,772,033
School Sites and Improvements to Sites	<u>32,215</u>	<u>10,921</u>
<u>Total Capital Expenditure</u>	<u>\$4,110,413</u> =====	<u>\$3,922,278</u> =====
<u>Capital Financing</u>		
Capital Expenditure from the Revenue Fund	<u>\$4,110,413</u>	<u>\$3,922,278</u>
<u>Total Capital Financing</u>	<u>\$4,110,413</u> =====	<u>\$3,922,278</u> =====

Reserve Fund Statement of Continuity
 For The Year Ended December 31, 1987
 (With Comparative Figures for 1986)

	<u>1987</u>			<u>1986</u>
	<u>Capital</u>	<u>Retiring Gratuities</u>	<u>Total</u>	<u>Total</u>
Balance, December 31, 1986	\$6,630,531	\$7,277,281	\$13,907,812	\$13,498,583
Total amount provided during year from the Revenue Fund	1,214,908	1,321,000	2,535,908	2,164,866
Earnings on Reserve Fund investments	<u>496,871</u>	<u>556,785</u>	<u>1,053,656</u>	<u>1,241,084</u>
	8,342,310	9,155,066	17,497,376	16,904,533
Transfers to the Revenue Fund	<u>1,231,035</u>	<u>2,050,461</u>	<u>3,281,496</u>	<u>2,996,721</u>
Balance, December 31, 1987	<u>\$7,111,275</u> =====	<u>\$7,104,605</u> =====	<u>\$14,215,880</u> =====	<u>\$13,907,812</u> =====

The Board of Education for the City of Hamilton
Notes to Financial Statements
For The Year Ended December 31, 1987

PAGE 46.

1. Accounting Principles

The financial statements have been prepared by the Board using accounting principles that are prescribed by the Ministry of Education and are considered appropriate for Ontario School Boards. These principles are in accordance with generally accepted accounting principles except as follows:

(a) Accrual Accounting

Revenue and expenditure are accounted for on the accrual basis of accounting except that no provision is made for interest on unmatured debenture debt from the date of payment to the end of the fiscal year.

(b) Fixed Assets

Fixed assets are charged to current expenditure unless financed by long-term debt. Principal and interest charges on net long-term liabilities are included as expenditures in the period due. Fixed assets, described as capital outlay to be recovered in future years, are included on the balance sheet only to the extent of the balances of the related net long-term liabilities outstanding.

(c) Reserves and Reserve Funds

Reserves and reserve funds represent funds appropriated for general and specific purposes and are charged or credited to revenue fund operations in the year appropriated or drawn down. The amounts in reserves and reserve funds are approved by the Board and are within the limits defined in the Education Act.

(d) Under/Over Requisition of Taxes

The difference between the net expenditure of any year and the amounts received to finance these expenditures is carried forward to the subsequent year to either increase or reduce the net revenue requirement from ratepayers.

(e) Supplementary Taxes

Supplementary taxes are deferred in the year received and recorded as revenue in the following year.

2. Retirement Gratuities Plans

Employees may become entitled to cash payments when they leave the employment of the Board for purposes of retirement providing they meet the prescribed age or service requirements. \$2,050,460 and \$2,179,775 in retiring gratuities were paid during 1987 and 1986 respectively. An amount of \$7,104,604 is provided by way of a reserve fund. The amount of the total liability in respect of employees who meet the vesting requirements of the plans at the end of 1987 is \$22,748,091. Notwithstanding the use of reserve funds, recognition for General Legislative Grants purposes continues to be made in respect of the actual amounts paid to employees.

3. Reserve for Assessment Appeal

As a result of the Ontario Municipal Board decision to allow a reduction in property tax assessment to Dofasco Inc. for the years 1983 to 1986 and Dofasco's subsequent appeal for a reduction in its 1987 and 1988 assessments, the school board has established a reserve to recognize its potential net loss of \$760,000 in tax revenues for the years 1983 to 1987 inclusive.

In this regard, the school board has authorized the Regional Assessment Commissioner, on its behalf, to appeal the Dofasco Inc. decision by the Ontario Municipal Board. If this appeal is successful, the funds credited to the reserve will be released for return to the ratepayers.

4. Reserve for 1988 Tax Reduction

Legislation requires that where monies raised by a school board through local taxation is not required by reason that salaries and wages of employees are not paid because of a strike or lock-out of such employees during the year, the net savings are to be placed in reserve and are to be used to reduce the requirement for local taxation in the following year.

During 1987, a disputed amount was resolved in respect of a strike in 1985. This has resulted in a net saving to the school board and, accordingly, the Board has placed monies in reserve, calculated in accordance with Regulation 255 of the Education Act, for return to the ratepayers in the form of a 1988 tax reduction of \$545,000.

5. Net Long-Term Liabilities

Of the net long-term liabilities outstanding of \$3,592,882, principal amounting to \$3,324,823 plus interest amounting to \$564,811 is payable over the next five years as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
1988	\$ 1,321,788	\$ 245,777	\$ 1,567,565
1989	1,008,934	154,006	1,162,940
1990	594,105	91,728	685,833
1991	318,015	44,715	362,730
1992	<u>81,981</u>	<u>28,585</u>	<u>110,566</u>
	\$ 3,324,823	\$ 564,811	\$ 3,889,634
	=====	=====	=====

6. Debt Charges

The Revenue Fund expenditure for debt charges includes principal and interest payments as follows:

	<u>Elementary</u>	<u>Secondary</u>
Principal payments on long-term liabilities	\$ 583,049	\$1,348,222
Interest payments on long-term liabilities	<u>130,360</u>	<u>232,989</u>
	\$ 713,409	\$1,581,211
	=====	=====

7. Pension Plan Costs

All non-teaching employees of the school board are eligible to be members of the Ontario Municipal Employees Retirement System which is a multi-employer final average pay contribution plan. Employer contributions made to the plan during the year by the Board amounted to \$1,367,260 (1986 \$1,320,284). Those amounts have been included in employee benefits expense in the Schedule of Expenditure.

Not shown in the financial statements of the Board are the employer's contributions to the Teachers' Superannuation Fund. The funding for such is provided directly by the Provincial Government.

8. Ontario School Board Exchange

The school board joined, effective October 1, 1987 for a five year period, the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licenced under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks.

**Pannell
Kerr
MacGillivray**

Chartered Accountants

M.P.O. Box 679,
4 Hughson Street South,
Hamilton, Ontario L8N 3M5
Telephone: (416) 523-7732
Fax: 572-9333

PAGE 49.

AUDITORS' REPORT

To the Directors of
The Board of Education for the
City of Hamilton Foundation.

We have examined the Balance Sheet of the Board of Education for the City of Hamilton Foundation as at December 31, 1987 and the Statement of Surplus for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion these financial statements present fairly the financial position of the Board of Education for the City of Hamilton Foundation as at December 31, 1987 and the changes in surplus for the year then ended in accordance with the basics of accounting described in the note to the financial statements, applied on a basis consistent with that of the preceding year.

Hamilton, Ontario,
March 9, 1988.

Pannell Kerr MacGillivray

CHARTERED ACCOUNTANTS.

The Board of Education for the City of Hamilton Foundation
Balance Sheet
For the Year Ended December 31, 1987

PAGE 50.

Assets

Cash in Bank	\$ 4,106
Investments, at Cost and Market	69,276
	<u>\$73,382</u>
	=====

Surplus

Capital Funds	\$70,985
Unexpended Income	2,397
	<u>\$73,382</u>
	=====

Statement of Surplus
For the Year Ended December 31, 1987

	<u>Capital Funds</u>	<u>Unexpended Income</u>	<u>Total</u>
Balance, January 1, 1987	\$53,905	\$ 1,241	\$55,146
<u>Revenue</u>			
Donations	16,850	1,513	18,363
Interest		6,170	6,170
Transfer from Unexpended Income	230		230
	<u>70,985</u>	<u>8,924</u>	<u>79,909</u>
<u>Expenditure</u>			
Awards		6,297	6,297
Transfer to Capital		230	230
		<u>6,527</u>	<u>6,527</u>
Balance, December 31, 1987	\$70,985	\$ 2,397	\$73,382
	=====	=====	=====

Note to Financial Statements

Significant Accounting Policy

Revenue and expenditure are recorded on the cash basis.

THE STATE OF TEXAS,
COUNTY OF _____

Know all men by these presents,

that _____ of the County of _____ State of Texas,

do hereby certify that

_____ of the County of _____ State of Texas,

is the true and correct owner of the

Section	Block	Acres	Owner
1	1	1.00	_____
2	2	1.00	_____
3	3	1.00	_____
4	4	1.00	_____
5	5	1.00	_____
6	6	1.00	_____
7	7	1.00	_____
8	8	1.00	_____
9	9	1.00	_____
10	10	1.00	_____
11	11	1.00	_____
12	12	1.00	_____
13	13	1.00	_____
14	14	1.00	_____
15	15	1.00	_____
16	16	1.00	_____
17	17	1.00	_____
18	18	1.00	_____
19	19	1.00	_____
20	20	1.00	_____
21	21	1.00	_____
22	22	1.00	_____
23	23	1.00	_____
24	24	1.00	_____
25	25	1.00	_____
26	26	1.00	_____
27	27	1.00	_____
28	28	1.00	_____
29	29	1.00	_____
30	30	1.00	_____
31	31	1.00	_____
32	32	1.00	_____
33	33	1.00	_____
34	34	1.00	_____
35	35	1.00	_____
36	36	1.00	_____
37	37	1.00	_____
38	38	1.00	_____
39	39	1.00	_____
40	40	1.00	_____
41	41	1.00	_____
42	42	1.00	_____
43	43	1.00	_____
44	44	1.00	_____
45	45	1.00	_____
46	46	1.00	_____
47	47	1.00	_____
48	48	1.00	_____
49	49	1.00	_____
50	50	1.00	_____
51	51	1.00	_____
52	52	1.00	_____
53	53	1.00	_____
54	54	1.00	_____
55	55	1.00	_____
56	56	1.00	_____
57	57	1.00	_____
58	58	1.00	_____
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100	100	1.00	_____

WITNESSED my hand and seal of office this _____ day of _____, 19____.

County Clerk

Notary Public for the State of Texas

The Board of Education for the City of Hamilton Foundation
Analysis of Investments
As At June 30, 1987

	Montreal Trust Mar. 5/87-June 1/88 7.50%	First City Trust June 9/87-June 9/88 8.625%	First City Trust June 8/84-June 8/89 13.625%	Total Investments
Andrew MacDonald Award	\$	\$	\$ 1,005.00	\$ 1,005.00
Carole Moule Memorial Award	1,330.00	1,595.00		2,925.00
Pat Kirby Citizenship Award		405.00	1,683.20	2,088.20
Delta Staff Association Award			250.00	250.00
Dr. Harry Paikin Memorial Fund		3,925.00		3,925.00
The Dr. E. A. Hutton Fund			2,444.27	2,444.27
Elma Darlington Award			2,000.00	2,000.00
Elva Kendall Newlands Award in Literature		2,000.00		2,000.00
English Literature Award			500.00	500.00
Emily Kirby Award in Family Studies		431.00	1,992.56	2,423.56
Gladys McAndrew Memorial Fund		500.00		500.00
G. L. Cooper Award				100.00
Hamilton Place Award			100.00	100.00
Hill Park Art Award			250.00	250.00
Jansen H.H. Memorial Award	202.00	.55		202.55
Michael Zebroski Music Scholarship Award		2,760.00		2,760.00
Lucille Laframboise Memorial Award		2,243.00		2,243.00
Megan Lawrence Alternative Education Fund	10,000.00			10,000.00
Miss Laura Miller Awards in Public Speaking		9,000.00	8,000.00	17,000.00
Seneca School Citizenship Award		50.00	100.00	150.00
Royal Oak Dairy Award			800.00	800.00
Sandi Bell Award			500.00	500.00
Sharon MacKay Trust Fund			3,474.00	3,474.00
The Doris Gasse Award			500.00	500.00
The Norman E. Reid Award			2,577.00	2,577.00
The Wm. Flannigan Geography Prizes			500.00	500.00
C. Thomas Lowe Memorial Award	550.00	111.00	250.00	911.00
Bill Mastin Memorial Awards			7,046.98	7,046.98
	<u>\$12,082.00</u>	<u>\$23,020.55</u>	<u>\$34,173.01</u>	<u>\$69,275.56</u>

The Board of Education for the City of Hamilton Foundation
Statement of Surplus
For The Year Ended December 31, 1987

<u>Fund</u>	<u>Balance Jan. 1/87</u>	<u>Donations Transfers</u>	<u>Interest Receipts</u>	<u>Disbursements</u>	<u>Balance Dec. 31/87</u>
Capital Funds					
Andrew MacDonald Award	\$ 1,005.00	\$	\$	\$	\$ 1,005.00
Carol Moule Memorial Award		3,100.00			3,100.00
Pat Kirby Citizenship Award	2,088.20	130.00			2,218.20
Delta Staff Association Award	250.00				250.00
Dr. Harry Paikin Memorial Fund	3,925.00				3,925.00
The Dr. E. A. Hutton Award	2,444.27				2,444.27
Elma Darlington Award	2,000.00				2,000.00
Elva Kendall Newlands Award in Literature	2,000.00				2,000.00
English Literature Award	500.00				500.00
Emily Kirby Award in Family Studies	200.00				200.00
Gladys McAndrew Memorial Fund	2,423.56	100.00			2,523.56
G. L. Cooper Award	500.00				500.00
Hamilton Place Award	100.00				100.00
Hill Park Art Award	250.00				250.00
Jansen H. H. Memorial Award		202.55			202.55
Michael Zebroski Music Scholarship Award	2,760.00	775.28			3,535.28
Lucille Laframboise Memorial Award		2,758.00			2,758.00
Megan Lawrence Alternative Education Fund		10,000.00			10,000.00
Miss Laura Miller Awards in Public Speaking	17,000.00				17,000.00
Seneca School Citizenship Award	150.00				150.00
Royal Oak Dairy Award	800.00				800.00
Sandi Bell Award	500.00				500.00
Sharon MacKay Trust Fund	3,474.00				3,474.00
The Doris Gasse Award	500.00				500.00
The Norman E. Reid Award	2,577.00				2,577.00
The Wm. Flannigan Geography Prizes	500.00				500.00
C. Thomas Lowe Memorial Award	911.00	14.00			925.00
Bill Mastin Memorial Awards	7,046.98				7,046.98
	<u>\$ 53,905.01</u>	<u>\$ 17,079.83</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 70,984.84</u>

THE STATE OF TEXAS,
 COUNTY OF _____
 vs.

Item	Quantity	Unit	Price	Total
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100. _____	1	_____	_____	_____

The Board of Education for the City of Hamilton Foundation
Statement of Surplus
For The Year Ended December 31, 1987

<u>Fund</u>	<u>Balance Jan. 1/87</u>	<u>Donations Loans</u>	<u>Interest Receipts</u>	<u>Disbursements</u>	<u>Balance Dec. 31/87</u>
<u>Unexpended Income</u>					
Andrew MacDonald Award	43.26		143.42	140.00	46.68
Carol Moule Memorial Award			28.14		28.14
Pat Kirby Citizenship Award	8.59		270.15	266.42	12.32
Delta Staff Association Award	.23		34.15	34.00	.38
Dr. Harry Paikin Memorial Fund	134.26		349.81	470.00	14.07
C.G.A. Association Award		50.00		50.00	
The Dr. E. A. Hutton Award	47.34		345.07	200.00	192.41
Elma Darlington Award	7.15		283.09	280.00	10.24
Elva Kendall Newlands Award in Literature	45.13		91.12	122.33	13.92
English Literature Award	.97		68.18	69.00	.15
Emily Kirby Award in Family Studies	.29		27.29	27.00	.58
Gladys McAndrew Memorial Fund	3.10		316.87	300.00	19.97
G. L. Cooper Award	20.00		46.21	50.00	16.21
The Hamilton Foundation Bursary	.55	700.00	35.57	600.00	136.12
Hamilton Place Award	1.41		27.63	13.00	16.04
Hill Park Art Award	38.78		37.07	29.95	45.90
Jansen H. H. Memorial Award Fund			1.08		1.08
Michael Zebroski Music Scholarship Award	84.71		279.71	300.00	64.42
Lucille Laframboise Memorial Award			19.52		19.52
Miss Laura Miller Awards in Public Speaking	55.95		1,529.67	460.00	1,125.62
JoAnn Lloyd Bursary		627.00		627.00	
Seneca School Citizenship Foundation Award	14.63		19.65	6.74	27.54
Royal Oak Dairy Award	19.87		112.03	100.00	31.90
Sandi Bell Award	81.09		76.63		157.72
Sharon MacKay Trust Fund	95.92		480.61	500.00	76.53
The Doris Gasse Award	.47		68.60	68.00	1.07
The Norman E. Reid Award	10.01		357.10	360.00	7.11
The Wm. Flannigan Geography Prize	2.50		70.18	70.00	2.68
C. Thomas Lowe Memorial Award	.56	136.00	48.82	184.22	1.16
Bill Mastin Memorial Awards	524.33		1,002.88	1,200.00	327.21
	<u>\$ 1,241.10</u>	<u>\$ 1,513.00</u>	<u>\$ 6,170.25</u>	<u>\$ 6,527.66</u>	<u>\$ 2,396.69</u>

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
FOUNDATION AWARDS
FOR THE YEAR ENDED DECEMBER 31, 1987

Andrew MacDonald Award	\$140.00	Ainslie Wood	- Two awards - greatest improvement in academic subjects and vocational subjects (2 @ \$70).
Pat Kirby Citizenship Award	136.42	Caledon	- Plaque in the school. Miniature of the plaque for the student to keep. Gift or cash. Citizenship award to the graduating student.
Delta Staff Association Award	34.00	Delta	- Graduating student who has exemplified the highest principles of scholarship, citizenship and sportsmanship.
Certified General Accountants Association Award	50.00	Secondary School on Rotation Basis	- Graduating student with highest overall average in Accounting and Commerce subjects.
E. A. Hutton Scholarship Award	200.00	Secondary Schools on Rotation Basis	- Graduating student proceeding to Grade 13 who has made an overall contribution to the school (1 @ \$200).
Elma Darlington Award	280.00	Secondary Schools	- Needy students, unsuccessful for Memorial Bursary, who require financial assistance to continue secondary school education.
English Literature Award	69.00	Delta	- Graduating student who has maintained the highest average in English Literature throughout years at Delta.
Emily Kirby Award in Family Studies	27.00	Caledon	- Clothing student who has demonstrated the greatest improvement in sewing skills.
Gladys McAndrew Memorial Award	200.00	Westdale	- Female graduate who has good character and integrity, portrays qualities of academic excellence and good citizenship and intends to continue her education. (2 @ \$100).
Hamilton Foundation Bursary	600.00	Sir Allan MacNab	- Sending a student to "Forum for Young Canadians" in Ottawa - (1 @ \$50, 1 @ \$100, 3 @ \$150).
Hamilton Place Award	13.00	Delta	- Graduating student who has achieved the highest rating in Geography.
Hill Park Art Award	29.95	Hill Park	- Grade 12 deserving Art student who plans to continue in the study of Art.
E. Michael Zebroski Music Scholarship	300.00	Westdale	- Two awards - brass players who display positive attitude, make contribution to music program, regarded as all-round student and minimum music mark of 75%, one graduating student and one first-year or second-year student (2 @ \$150).
Miss Laura Miller Awards	460.00	Secondary Schools	- Public speaking contest (2 @ \$7.50, 3 @ \$15, 4 @ \$25, 5 @ \$60).
Seneca School Citizenship Foundation Award	6.74	Seneca	- Students who show a willingness and a desire to learn, on-going participation in school activities and exemplary behaviour in school and in the community (shared equally by 2 students).
JoAnn Lloyd Bursary	627.00	Queen Mary	- For purchase of milk and small snacks for senior kindergarten students.

Dr. Harry Paikin Memorial Award	470.00	S.J.A.M.	- To the graduating student who has achieved the highest average in English Literature throughout the years as a student.
		Bennetto Hess	- to the graduating student who has maintained the highest standing for Oral and Written Language.
Elva Kendall Newlands Award in Literature	122.33	Secondary Schools on Rotating Basis	- presented to student(s) achieving highest standing in OAC 1.
Royal Oak Dairy Award	100.00	Ainslie, Albion, Briarwood	- Outstanding students - (4 @ \$25) * Ainslie Wood - for outstanding food services * Albion - horticulture * Agnes MacPhail - quantity cooking * Briarwood - hospital services
Sandi Bell Award		West Avenue	- Student who has combined academic proficiency with an attitude of active concern for fellow students.
Sharon MacKay Trust Fund Award	500.00	Westdale	- Students displaying an outstanding contribution in the graduating year with 80% on seven subjects on final report (5 @ \$100).
The Doris Gasse Award	68.00	Caledon	- Outstanding graduate on the basis of general proficiency and progress in the English language.
The Norman E. Reid Award	360.00	Secondary Schools	- Graduating student who has attained honour standing in Senior Geography and has contributed to the overall life and spirit of the school (4 @ \$90).
Wm. Flannigan Geography Prize	70.00	Barton	- To student showing success and interest in Year 3 Geography courses and general academic achievement and citizenship (2 @ \$35).
J. Thomas Lowe Memorial Award	184.22	Sherwood	- General Proficiency Awards (4 @ \$25). (4 Plaques \$49.22) (Engraving \$35).
Bill Mastin Memorial Scholarship	1,200.00	2 to Hill Park 2 City-Wide	- "Personal Growth" award to (2) students who have shown the most personal growth. "Science Award" to (2) students who have demonstrated an outstanding attitude, achievement and performance in the field of science (4 @ \$300).
G. L. Cooper Award	50.00	R. A. Riddell	- Students (maximum of 5) who exemplify the following: Respect for self and others; achievement working to best of their ability; responsibility (5 @ \$10).

\$ 6,297.66

=====

Evans, Philip

PAGE 56.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 04 12

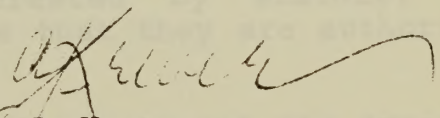
To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Our solicitors were requested to provide an opinion regarding the Board's subsidization of funds not related to Board sponsored activities.

The attached reply is provided for your information.

Respectfully submitted,


A. J. Krever,
Director of Education
and Secretary.

AJK/as
attach.

MAR 22 1988

PAGE 57.

Evans, Philp

BARRISTERS & SOLICITORS

PAUL G. PHILP, Q.C.
JOHN F. EVANS, Q.C., LL.B.
LARRY G. CULVER, LL.B.
BRENT J. FOREMAN, LL.B.
SHELLEY L. TIMMS, LL.B.
DOUGLAS J. CARR, LL.B.

W. IAN GORDON, Q.C., LL.B.
JOSEPH M. PIGOTT, Q.C., LL.B.
ROBERT H. ROGERS, LL.B.
PAUL H. PHILP, LL.B.
RANDALL S. BOCKOCK, LL.B.

(416) 525-1200
FAX (416) 525-7897

16TH FLOOR, COMMERCE PLACE
ONE KING STREET WEST
HAMILTON, CANADA
L8P 1A4

F. JOHN L. EVANS, Q.C., LL.B.
(1931 - 1980)

March 18, 1988

The Board of Education for the
City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Attention: John Penner
Superintendent of Finance/Treasurer

Dear Sir:

You have asked for our opinion as to whether the approval of requests such as that made by Hamilton Philharmonic Youth Orchestra are within the purview of your Board.

Since school Boards are created by statute, it is essential to the validity of their acts that they are authorized by Statute.

Section 149 of the Education Act sets out the areas where Boards shall act, and Section 150 sets out the areas where Boards may act.

In our opinion, distribution of Board funds to organizations such as the Hamilton Philharmonic Youth Orchestra for projects which are not Board projects, is not authorized by either of Sections 149 or 150. Accordingly, it is our opinion that Board funds cannot be expended as requested.

In our opinion, to receive financial support, the activities or programs must be provided by the Board, for example subsection 150 (1) 26 and subsection 150 (1) 34. Otherwise, how worthwhile, they could not be supported directly with Board Funds.

If the Trustees feel strongly that they wish somehow to support programs or projects such as suggested by the Hamilton

Evans, Philp

Philharmonic Youth Orchestra then perhaps funds could be found to be available through the Board of Education Foundation including the various Trust Funds which have been recently, we understand, added to the Foundation funds.

Funds in the Foundation which are not ear marked for any particular purpose, perhaps could be allocated to such projects if they fit the criteria as indicated in subparagraphs C and D of the objects of the Foundation. Subsection C would appear to allow funds to be given to an association, foundation or person, the object of which relates to the education of persons.

Subsection D would appear to allow funds to be used to assist others in undertaking and carrying out any and all programs and research activities. We suggest, therefore, that general funds of the Foundation could be used for other than the Board of Education activities if the criteria of subsection of C and D were met.

We trust the foregoing answers your query or if we can be of any further assistance in the matter, please do not hesitate to contact the writer.

Yours very truly,

W. IAN GORDON

WIG:ln

To The Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: SCHOOL YEAR AND SCHOOL HOLIDAYS

In accordance with Regulation 822:82 (under the Education Act), boards of Education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding the 1988-89 calendars:

1. The school year is set to commence on September 6, 1988; we are recommending that the last day of the school year be June 30. The Ministry sees no difficulty with this recommendation since this report recommends a school year of 194 schools days, as required by Regulation 822:82.
2. The recommendation includes 9 professional activity days; Regulation 822:82 requires: "...school year shall include a minimum of 194 school days of which up to 9 days may be designated by the board as professional activity days..."
3. In concert with Regulation 822:82 all secondary schools are within the 15 day maximum allowed for examination purposes.
4. The Ministry requires a minimum of 185 instructional days; this calendar calls for 185.
5. We have worked with the other two boards in Wentworth County in the preparation of our calendars.
6. The recommendations in this calendar were developed by a committee consisting of supervisors, principals, federation representatives, Superintendent of Curriculum & Special Services and Assistant Superintendent of Curriculum and chaired by the Administrative Assistant to the Superintendent of Curriculum & Special Services.

It is respectfully recommended:

THAT THE ATTACHED CALENDARS FOR THE HAMILTON SCHOOL SYSTEM FOR THE 1988-89 SCHOOL YEAR BE APPROVED.

Prepared by: D. McIsaac, Administrative Assistant to the Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

PROFESSIONAL ACTIVITY DAYS -- 1987 - 1988

(Evaluation of Days to March, 1988)

1. Curriculum and Instruction/Special Services

1987 10 27 -- Grades 7-13/OAC

1988 02 02 -- (A.M.) Grades 9-12 (Vocational)

The emphasis during these sessions was on introduction to the implementation of new courses of study being required by new Ministry of Education guidelines as a result of OS:IS.

Supervisors report that these sessions were extremely productive and that significant progress has been made both in bringing new programs on-line and in developing the new instructional strategies required with a goal to enhancing student classroom experiences.

1988 01 27 -- Primary/Junior (Mountain)

1988 02 03 -- Primary/Junior (Lower City)

"Planning for Excellence" was the theme of Primary Junior Professional Activity Days this year. This time reflected the commitment to excellence established by the Director as a system priority.

Early Childhood Teachers and Educational Assistants were introduced to the new science kits designed exclusively for this age group as well as evaluation strategies for the Mathematics Curriculum.

Primary-Junior teachers selected from over fifty workshop topics including activity based learning, computers, drama, behaviour, family violence, mathematics and science. These along with many others were presented by Hamilton teachers.

As a pilot project, five primary junior schools elected to be involved in developing their own In-Service programmes. The "Taking Charge" initiative was planned by school based teams and resource personnel and conducted on the same dates in lieu of the Supervisor's Programme.

Evaluation of the Primary Junior Days was positive.

2. Elementary -- In School P.A. Days

1987 09 16

1988 01 27 (Middle School - Mountain)

1987 10 02

1988 02 03 (Middle School - Lower City)

1987 10 27 (Primary-Junior)

Principals and teachers reported a variety of activities on these two days. From developing school plans to creating division plans; from establishing school objectives to negotiating personal objectives; from establishing work groups to develop proposals on identified school initiatives to providing practical workshops with the assistance of curriculum supervisors and consultants; the response from teachers and principals alike indicated that these two in-school days provided an opportunity for everyone to share a clear conception of the school plan for the year and to get off to a positive start.

3. Elementary -- Parent/Teacher Interviews

1987 06 10

1987 12 02

1988 03 23

These days are extremely important to students, teachers and parents/guardians. All groups report that these days were extremely valuable.

4. Turn Around Days

4.1 Composite Secondary, G. P. Vanier, 1988 02 01, 02

These days provided an opportunity for a review of student results and course materials and preparation for second semester, both at the department and school level.

Principals, department heads, teachers and support staff found these days extremely valuable. While the time lines were tight in preparing for the next semester, reports indicated that second semester started smoothly in all schools, due to the time available during these turn around days to make preparations.

4.2 Vocational Secondary, 1988 01 29, 1988 02 01, 1988 02 02

These days provided an opportunity for the following activities:

- * review of courses: are they meeting student needs?
 - * developing student evaluation policies; information on learning styles; implications of OS:IS
 - * community out-reach activities
 - * exams completed, grades and students placed for second semester
- The time was very well used and the objectives were accomplished.

6. Federation Days

6.1 Hamilton Teachers' Federation -- 1987 11 04

In the morning we met at Hamilton Place to hear Mr. Norm Kunc. His topic for the morning was entitled "Integration: Being Realistic Isn't Realistic".

During the afternoon, forty individuals presented workshops on a wide variety of topics including computers, special education, curriculum, personal and professional issues.

The teachers' evaluation of the day stressed how rewarding the professional growth had been. Mr. Kunc received particular acclaim.

6.2 OSSTF - 1987 05 01

The P.D. Day was designed to provide flexibility for schools to conduct their own programs or attend the system program entitled "Discipline: Reality, Myth or Magic?"

Approximately 500 teachers attended the system program at Sir John A. Macdonald school. In the morning, keynote speaker Don Posterity identified several social issues facing our students and explained how these impact on the educational environment. Workshops relating to the morning theme were provided during the afternoon program.

Some schools designed their own programs by developing workshops dealing with such topics as teacher evaluation, creative learning materials and computer awareness.

6.3 AEFO - 1987 05 06

This day provided an opportunity for teachers at Vanier to join in workshops with teachers from other French Language Units in the Central Ontario Region to share new trends for French language schools.

Reports from this day were good; Vanier staff found they were able to use ideas gained during this way in making positive adjustments to their program offerings.

PROFESSIONAL ACTIVITY DAYS -- 1988 - 1989

RATIONALE

1. Curriculum and Instruction/Special Services

1988 10 28 - Grades 9 - OAC (Vocational included)
1988 11 04 (Middle School)
1989 01 27 (Grades JK - 8 - Mountain)
1989 02 03 (Grades JK - 8 - Lower City)
1989 06 28 (Composite Secondary)

The emphasis will be on implementing new courses of study which have been developed as a result of the release of new Ministry of Education guidelines. Within this framework supervisors and their teachers will be dealing with topics such as learning and teaching styles, developing a student centred curriculum, effective student evaluation, efficient classroom management techniques.

2. Elementary - In School P.A. Days

1988 09 19
1988 10 03
1988 11 04 (Grades JK - 6)

Included in the topics covered on these days are:

- * long range planning (schools and division)
- * setting goals and objectives (school and individuals)
- * in-service in conjunction with supervisors and consultants
- * school/system thrusts (eg: student evaluation)
- * program planning/team planning
- * staff conferences re individual pupils

3. Elementary -- Parent/Teacher Interviews

1988 11 30
1988 03 08
1989 06 07

Home and school communication is one of the most important aspects in the success of the child at school. Working together as a team, the teacher and parent/guardian are able to share in the ongoing development of the individual. The parent-teacher conference is one of the most effective methods of providing the parents with a clear understanding of their child's progress.

Academic progress, social skill development, program modifications, as well as specific and general concerns are some areas discussed. Long range plans re future placements, special education to name but two are also topics that may be discussed.

Although opportunities for conferences are available at any time during the school year on a home or school initiated basis, the three scheduled dates ensure a system directed focus to all parents. As well as

interviews on these specific days, some time may be devoted to staff meetings.

4. Turn Around Days

4.1 Composite Secondary, G. P. Vanier -- 1989 01 30, 31

Subject departments will review student results, course materials, course aims and objectives and make necessary revisions. Preparation for semester 2 student course outlines and evaluation methods which will be distributed.

Teachers will complete marking papers; prepare for students on a subject basis; assist in organization plans for semester 2.

Administration and guidance personnel will review student results; counsel semester 1 students -- both those leaving school and those requiring program changes for second semester; handle semester 2 intake of students; conduct a school organizational review preparatory to semester 2.

Librarian will process outstanding book accounts from semester 1 and reorganize library materials and programs in preparation for semester 2 subject requirements.

4.2 Vocational Secondary -- 1989 01 27, 30, 31

The programme for the turn-around days at the end of each semester is organized by the Principal. The agenda for these turn-around days will include the following:

- * the previous semester is reviewed by the staff and appropriate changes are made in courses
- * student evaluation - evaluation meetings ensure the correct placement of students for the next semester
- * examination results are completed and final grades assigned
- * teachers have time in their own classrooms to plan for the coming semester

Professional development is part of each end of semester. Topics are suggested by the staffs of the school. Inviting School Success and How OS:IS Addresses the Needs of the Basic Level Student were two of the topics we chose this year.

5. Year End Days

5.1 Elementary - 1987 06 26

The opportunity to review the past year and make tentative plans for the coming year were extremely vital to the continuity of school program.

5.2 Vocational Secondary, 1987 06 23 - 26(inclusive) Composite Secondary, G. P. Vanier 1987 06 22 - 26(inclusive)

The finalization of results, preparation for graduation, establishment of classes for the coming year, review of program and modifications based on the review were accomplished during this time period. Again, while time-lines were tight, personnel report that

the effective use of this time provided for consistency and continuity from one year to the next.

5. Year End Review

5.1 Elementary - 1989 06 30

A review of the past year's program will be conducted as well as planning and coordinating resources for the coming year.

5.2 Composite Secondary, G. P. Vanier - 1989 06 26 - 30 (inclusive) Vocational Secondary - 1989 06 27 - 30 (inclusive)

Subject departments will review student results; revise courses as necessary; review and reorganize equipment, texts and supplies; in-service staff regarding continuing, revised and new programs for the upcoming school year; met with subject supervisors in city-wide seminars.

Subject teachers will complete marking papers; participate in promotion meetings; assist in the preparation of student reports, the collection and handling of textbooks and student counselling on a subject basis; participate in the year end review of the administrative, curricular and non-curricular aspects of the school.

Administration and guidance personnel will review student results; organize and operation promotion meetings; counsel students concerning summer school, need for course changes, need for career reviews; conduct the school year end organizational review with special emphasis on staff inservice needs; participate in graduation activities; revise information bulletins for both students and staff regarding the upcoming school year.

The librarian will process outstanding book accounts from Semester 2; reorganize library materials and programs in preparation for the upcoming school year; conduct an inventory review; participate in a year end library organizational review at both the school and system levels.

6. Federation Days

6.1 Hamilton Teachers' Federation - 1988 11 14

The 1988 HTF P.D. Day will focus on CHANGE, a topical issue. As usual, the format for the day will be: Keynote Speaker in the morning, workshops in the afternoon.

6.2 OSSTF - 1989 05 01 AEFO - 1989 05 12

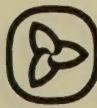
These days provide opportunities for the federations to bring together all of their teachers in one place at one time, usually for half of the day. During the half day when all the teachers are gathered in one plan, an opportunity exists to provide an overview of new trends affecting teachers and students and to set the stage for the series of afternoon workshops which examine, in detail, implications of the new trends and how they can be most positively addressed in Vanier classrooms.

P R O F E S S I O N A L A C T I V I T Y D A Y S

- ① School oriented in-service; programme planning, implementation and evaluation
- ② Supervisors of Curriculum and Instruction conduct broad curriculum in-service programmes
- ③ Parent/Teacher interviews to promote better understanding and communication between the schools and the community they serve.
- ④ Year End - Days used for evaluation, orientation and school closing -- elementary
- ⑤ "Turn-around" or Year-end days (secondary): evaluation of the semester just ended and organization for the ensuing semester.
- ⑥ Hamilton Teachers' Federation - develops Professional Development Day for its members
- ⑦ Ontario Secondary School Teachers' Federation or AEFO -- develops Professional Development Day for its members.

DATE	ELEMENTARY ALTER-ED & T.R.	VOCATIONAL	COMPOSITE	G.P.VANIER	ALTER-ED
Sept. 19	① In-School				
Oct. 3	① In-School				
Oct. 28		② Supervisors	② Supervisors	② Supervisors	② Supervisors
Nov. 4	② Supervisors Middle School 1 In-School(JK-6)				
Nov. 14	⑥ H.T.F.				
Nov. 30	③ Interviews (JK-8)				
Jan. 27 (Mountain)	② Supervisors (JK - 8)				
Jan. 27, 30 31		⑤ Turn Around			
Jan. 30, 31			⑤ Turn Around	⑤ Turn Around	
Feb. 3 (Lower City)	② Supervisors (JK - 8)				
Mar. 8	③ Interviews				
May 1		⑦ O.S.S.T.F.	⑦ O.S.S.T.F.		⑦ O.S.S.T.F.
May 12				⑦ A.E.F.O.	
June 7	③ Interviews				
June 27-30		⑤ Year End			
June 26-30			⑤ Year End (1 Day - Sups)	⑤ Year End	⑤ Year End
June 30	④ Year End				

SCHOOL YEAR CALENDAR 1988-1989



Legend:

- H Statutory School Holiday
- E Scheduled Examination Day
- P Professional Activity Day
- ☒ Half Day

Elementary ☒ Secondary ☐

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1	18	
October	1	19	
November	3	19	
December		12	
January	1	20	
February		20	
March	1	15	
April		20	
May		22	
June	2	20	
TOTAL	9	185	

[illegible]

Note: The Regular School Year Calendar 1988-89 provides a total of 197 days to be comprised of at least 185 instructional days and no more than 9 professional activity days. This provides 3 extra days which, as a rule, must be taken either at the beginning or the end of the school year. However, since New Year's Day falls on Sunday, January 1, 1989 school boards may designate January 2, 1989 as a holiday. This change will not require the submission of a modified school year calendar to the ministry. Additional or other changes however will require the submission of a modified school year calendar to the Ministry on or before March 1, 1988.

Ministry
of
Education
Ontario

Legend:

- H	Statutory School Holiday
- E	Scheduled Examination Day
- P	Professional Activity Day
- ☒	Half Day

Elementary ☐ Secondary ☒

School Board

The Board of Education for the City of Hamilton

School

Approved by (signature of Board Official) **MacNab, Churchill**

Approved by (signature of Board Official) **MacNab, Churchill**

[illegible]

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Ministry
of
Education

Ontario

Legend:

School Board

The Board of Education for the City of Hamilton

School

- H Statutory School Holiday
- E Scheduled Examination Day
- P Professional Activity Day
- ☒ Half Day

Elementary ☐ Secondary ☒

Approved by (signature of Board Official)

 Ministry of Education Ontario		Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
		September		19	
		October	1	19	
		November		22	3
		December		12	
		January	2	19	5
		February		20	
		March		16	
		April		20	3
		May	1	21	
		June	5	17	4
		TOTAL	9	185	15

1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Legend:

School Board

The Board of Education for the City of Hamilton

School

Statutory School Holiday - H

Scheduled Examination Day - E

Professional Activity Day

Half Day ☒Elementary ☐ Secondary ☒

Secondary 𠄎

Secondary - Vocational

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September		19	
October	1	19	
November		22	
December		12	
January	3	18	4
February		20	
March		16	
April		20	
May	1	21	
June	4	18	6
TOTAL	9	185	10

[illegible]

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1988 04 12

To the Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: COMPUTER BASED LEARNING MATERIALS PROJECT - PHASE III PROPOSAL

On October 2, 1987 The Executive Committee of The Association of Large School Boards of Ontario approved 3 recommendations as outlined in the attached memo concerning Phase III of its computer project.

We have asked for an extension on the deadline for joining the project (April 1, 1988) in order that the Board can discuss the proposal and decide whether or not to participate.

PHASE I AND II

The Board of Education for the City of Hamilton participated in Phases I and II at a cost of \$20,000 for each of the two phases. 27 software programs were developed under these ALSBO initiatives, 5 are now in wide use in the system, 4 are being evaluated by staff and 10 are in revision by developers or are on back-order. The other 7, 5 will see limited use in our system, and one was evaluated and rejected.

PHASE III:

Attached you will find a description of the Phase III proposal. Administration is not recommending this Board's participation for the following reasons:

1. The strongest need for financial support for the computer program in our system is for hardware. Accordingly the budget request for the computer program has diverted funds in the Five-Year Plan from software to hardware.

While there would ultimately be value in participating in this project, it does not have the same priority as the schools' immediate needs for those same software funds: This was evident from the rejection the proposal received from the Staff Computer Advisory Committee.

2. The ALSBO data base proposals are somewhat nebulous. It is difficult to judge, until they are selected and clarified, just how valuable they will be to us. Meanwhile our other software needs are clear and specific.
3. It may be more appropriate for subject-specific provincial groups, through their coordinators associations, to define their own subject's data base needs... and to cooperate in their development...rather than for a third-party group to try to meet subject-specific needs. (The

Business Education coordinators, for example, have already chosen this inter-Board cooperation.)

In any case, the Hamilton Curriculum Supervisors were unanimous in stating that the proposal did not meet their priority for software applications.

4. While some of the proposal may not deal with machine-specific software, it is not clear yet how much of the final product will be tied to particular micros. This has been a problem for a number of Boards with their Phase I and II proposals. Six of the 27 programs turned out not to be usable by us because of the choice of the host micro.

These reasons are meant, not as criticisms of the ALSBO proposal, but rather to say that the proposal's benefits tend to be vague and far off, and our software needs are more specific and immediate.

The concept of inter-Board sharing is a sound one. ALSBO's earlier and abandoned proposal for Phase III -- the shared creation of videotapes to provide in-service on software programs -- was a good one and one in which we had offered to participate. We hope there will be future proposals which will invite our participation.

RECOMMENDATION:

THAT THE HAMILTON BOARD NOT PARTICIPATE IN THE ALSBO PHASE III COMPUTER BASED LEARNING MATERIALS PROJECT.

Prepared by: D. McIsaac, Administrative Assistant
R. Harkness, Computer Studies Supervisor
C. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/md

PHASE III OF ALSBO CBLM PROJECT — PROPOSAL

Information and the techniques for acquiring it, recording it and using it to answer questions are not new to the process of education. Students have always been taught how to classify, organize, represent and manipulate selected bits of information or data. What is new is the accessibility to computer technology as a medium with which to handle information. It is not unrealistic to state that the greatest impact of computer technology on education is to change the educational system from one designed to train people for the industrial age to one which prepares people for the information age.

Since information processing is not new to education, it is also true that progressions of information skills have long been ingrained in Ontario curricula -K to OAC. While data base software in various forms are the tools of data manipulation, educators must look underneath the tool itself and consider the concepts, understandings and skills which are involved in the development of information management techniques for both current and future society.

Several data base programs are currently available to teachers in Ontario schools but there is a dearth of appropriate data sets with which to address curriculum objectives and, more importantly, few examples of student activities with data bases which go beyond highlighting the characteristics and capabilities of the data base program itself. While students will have positive learning experiences with building their own or a class data base, the majority of any individual's data base work through the years will focus on larger, prepared information banks - many of multi-media format such as video disks and CD-ROMs.

Phase III of the ALSBO Computer-Based Learning Materials Project will concentrate on the development of data base applications - the cognitive underpinnings, a range of teacher curriculum materials, strategies for implementation and actual and useable sets of data base content. A call for proposals will go to all participating boards to elicit designs for projects which fit one or more of the following categories:

I. sets of learning materials which focus on the development of data skills appropriate for specific grade levels or curriculum application.

(e.g., i) steps in the transition from classifying and sorting manipulatives to computer organization and presentation of data or ii) activities to help students link content based, multi-variate issues in geography to boelian logical phrases for data base enquiry)

II. packages of materials relating data base applications to specific course objectives including actual data sets to form the basis of activities.

Data sets could be uniquely developed and organized information or existing bases of information subdivided or selectively used for the activities. (e.g., portions of the full Canada census data might be selected and organized to provide the background information for activities related to history or family studies.)

III. software designed to provide lead-up or transfer activities for data bases or to act as a user interface to an existing data base program for particular users.

There are many data base systems available to schools now and the development of another tool would be beyond the scope of this project. However, the existing data base systems may be considered too generic for some user groups or some applications. (e.g., development of a corollary program for Watfile to assist students in the graphic organization of field titles into boelian logical statements.)

IV. a specific data base complete with a full set of data and examples of appropriate activities for those data.

These information bases might use original data, subsets of existing data or involve mixed mode data in more versatile formats such as video disk or CD-ROM. While the data sets might appear fairly narrow in the curriculum application of the sample activities, there must be sufficient breadth to the theme or the data to ensure value to all the participating ALSBO boards.

A formal call for proposals will be circulated to the participating boards by the middle of April with a closure date of June 1, 1988. Participation will cost \$20,000 per board. The closing date for commitment to Phase III is April 1, 1988.



CITY COUNCIL
HAMILTON, CANADA

Alderman Tom Murray

71 MAIN STREET WEST L8N 3T4 • (416) 526-2733 • RES. (416) 387-9243 — WARD 8

asked for minutes
to be put on
Open agenda.

PAGE 79.

March 22, 1988

Mrs. J. Deans
School Trustee, Ward 6
38 Beaconsfield Drive
Hamilton, Ontario
L8T 2W9

Dear Mrs. Deans:

A meeting was held on Thursday, March 10, 1988 with members of the Mount Hamilton Youth Soccer Club, Mountain Alderman, Board of Education Trustees and Separate School Board Trustees. Although you were on the list to be invited to attend this meeting, due to an unfortunate oversight, a letter regarding this matter was not sent to you.

I have attached for your information, a copy of the minutes of the meeting. Once you have had the chance to look over the minutes, I would appreciate hearing your thoughts on the matter.

I sincerely apologize for the oversight in neglecting to invite you to the meeting. Should you have any questions, please do not hesitate to call.

Yours truly,

Tom Murray,
Alderman, Ward 8

/cb
Attach.

Thursday, 1988 March 10
7:30 o'clock p.m.
Hill Park Recreation Centre

Meeting between Members of the Mount Hamilton Youth Soccer Club, the Mountain Aldermen, Culture and Recreation Staff and Public Works Staff was held.

There were present: Alderman T. Murray, Chairman
Alderman J. Gallagher
Alderman H. Merling
Alderman D. Ross

Mount Hamilton Youth Soccer Club:

Cliff Marshall, Honorary President
Rick Makins, President
Colin Fleet, Vice-President
John DeSantis, Fixture Secretary
Paul Gesse, Registrar
Derek Crossan, Equipment Manager
Louie Fabbroni, Publicity Manager
Paul Moore, Coaches Co-Ordinator
Gerry Murray, Director
Barry Lowther, Director
Cameron Lovelady, Director

Mr. D. Farquhar, Culture and Recreation Department
Mr. Allan Gilbert, Culture and Recreation Department
Mr. Russ Nartley, Public Works Department
Mr. Mike Jason, Supervisor, Hill Park Recreation Centre
Mr. Darrel Pomfret, Culture and Recreation Department
Mr. Bob Sugden, Culture and Recreation Department
Mrs. Susan K. Reeder, City Clerk's Department

Alderman Murray chaired the meeting and welcomed everyone to this session. He began by asking everyone to introduce themselves around the table.

Welcome and
Introductions.

Alderman Murray indicated that he has received regrets from Alderman P. Cowell and Alderman J. Smith as well as Mary Clarke, School Trustee.

Regrets.

Alderman Murray indicated that Mary Clarke, School Trustee had responded to the invitation but had indicated that she was unable to attend and had asked for a copy of the minutes and any other information.

Some discussion then ensued on whether all School Trustees were included and invited and it was agreed that Alderman Murray would check with his Secretary to determine whether in fact all School Trustees, both Public and Separate were invited from Wards 6, 7 and 8.

Alderman Murray read a letter from the School Board which speaks about the maintenance of the soccer fields; the grass maintenance and the schedule of cutting. The letter indicates that they are not in favour of permanent lines but would suggest painted lines on the fields which would last for about one month. The letter further states that the School Board fields are multi-use and a list of the School Board fields are mentioned.

Correspondence -
School Board -
Maintenance of fields.

Members of the session were provided with a copy of a letter sent from the Executive of the Mount Hamilton Youth Soccer Club dated 1988 February 17 regarding the concerns that the Club has at the facilities. The Club indicated to the session that the fields that they use which are owned and maintained by the City are in good condition. General discussion then ensued on the fields of the School Board and it was rated that these fields could be classified as "poor". The Club indicated that one season they paid to have markings done on the School fields and once the grass was cut shortly afterwards their expenditure was waste.

Correspondence -
Mount Hamilton
Youth Soccer Club.

Mount Hamilton Youth Soccer Club

-2-

Thursday, 1988 March 10

City's grass cutting schedule.

Mr. Darrel Pomfret spoke to the Group about the City's schedule of grass cutting. He indicated that every 7 to 9 working days the grass is cut. Some concern was expressed by members of the Club who indicated that during a rainy time when the summer is at its height that 7 to 9 days is not sufficient.

Hillfield-Strathallan grounds.

Mr. Cliff Marshall of the Club asked for clarification on which field the City owns at the Hillfield-Strathallan grounds. It was indicated to Mr. Marshall that the Public Works Department has responsibility for the small field but that the large field belongs to the School. Mr. Pomfret advised that the City looks after the maintenance of the small field and that the School looks after the Hillfield field.

Listing of Field Facilities.

Mr. Colin Fleet spoke primarily as spokesperson on behalf of the Club. Mr. Fleet listed several of the fields and comments on them.

Westmount Park

The Westmount Park at the base of the Cornelius Hill has sparse grass on the field and there is a need to seed this field this summer.

Macassa Park

Macassa Park - there are 2 fields in this park. Mr. Fleet added that a survey of the neighbours indicated that these fields are not being used and he questioned who is Permitted to use them since obviously these fields are not being utilized as well as they could be.

Browns Park

Browns Park - there are 2 good fields. Mr. Fleet expressed concern that a baseball field is very close to one of the soccer fields and that if 2 games are going on simultaneously, i.e. a baseball game and a soccer game, that there could very likely be a problem.

Mr. Fleet added that a 2 week time frame for grass cutting is too long especially for small children playing soccer. He added that with a few rains grass grows quickly and that the schedule should be increased specifically during the peak times of the summer. He suggested that seeding be done in late spring to repair the fields and close off bad fields for a year to repair them.

Cornelius Park

Mr. Fleet suggested that the large field at Cornelius Park could be divided. General discussion ensued on this.

Maintenance of Board of Education fields.
Fields being used by the Club.

Maintenance of the Board of Education fields is a great concern to the Club since these fields create great difficulty to the Club.

For clarification Mr. Fleet advised that the following fields are used by the City:

City of Hamilton Fields

Board of Education Fields

Browns 1 & 2
Carson
Cornelius 1 & 2
Hill Park 2
Bobby Kerr

George Vanier 1 & 2
Hill Park 1
Sherwood 1, 2 & 3
Westmount
Westview

Inventory of fields and facilities.

Alderman Gallagher suggested that an inventory be done of all of the soccer fields facilities and the maintenance schedule for each.

Safety

Mr. Paul Gesse of the Club expressed concerns from the safety point of view. He indicated that with the grass being so long that there is no way to determine if broken glass or a bottle or another object is in the grass and could obviously create difficulties if being kicked at during a soccer game.

School Board fields

Mr. John DeSantis expressed his view that the Board of Education fields are in very poor repair and that very little maintenance is done on them. He added that there often is a great deal of garbage and weeds on the fields.

Mount Hamilton Youth Soccer Club

-3-

Thursday, 1988 March 18

Alderman Merling questioned what the cost would be to cut one field.

Mr. Russ Nutley of the Parks Department indicated that the City's ability to cut grass has increased in the last couple of years with larger machines being obtained.

City's grass cutting ability.

Alderman Merling suggested that possibly the City could cut the Board of Education's fields which are utilized for activities such as soccer. Mr. Nutley advised that 6 or 7 years ago this possibility was looked at and the price quoted at that time was \$25,000. - \$27,000. to undertake this. This proposal was turned down due to lack of funds.

Possibility of City cutting Board of Education fields between schedules.

Alderman Merling suggested that possibly the City could cut the grass of the Board's fields being used for community activities in between the Board's schedules and suggested that a report be prepared for the Parks and Recreation Committee on this feasibility.

Mr. Louie Fabbri, of the Club indicated that there are many pot holes on the fields and Mr. Fleet added that his subcommittee could address this and provide a report on the problem areas on the fields now for possible action.

Potholes on field.

Mr. Darrel Pomfret spoke on the City's maintenance preparations for the coming season. He indicated that it is impossible to control other uses of the fields in off seasons. He said that there is an on-going programme to eventually bring the fields up to standard. Mr. Pomfret added that the current fields being used for soccer were never intended as playing fields but rather started out as park land with playing fields being added as the need arose.

City's fields.

Mr. Paul Moore of the Club indicated that Cornelius Park is starting to look better.

Mr. Pomfret indicated that sodding is not a good method for sport fields but rather seeding.

Some discussion ensued on the possibility of closing fields for a season in order to bring them up to par. The difficulties of enforcement and keeping fields unused were discussed. Some discussion also ensued on signage to prohibit people from using those fields.

Closing fields for a season.

It was suggested that the feasibility of protecting fields while they are being repaired be investigated.

It was a general view that the use of the fields presently being Permitted should be investigated to determine whether in fact the fields that are booked out are being utilized.

Actual use of fields being Permitted.

Mr. Fleet added that he is very impressed with the Sam Manson Park and the facilities there. Alderman Murray agreed that this Park and its facilities are very impressive but that funding for this development has come from Provincial and Federal grants.

Sam Manson Park

Mr. Fleet spoke of the excellent facilities in Ancaster as well as Stoney Creek and Burlington. He added that Hillfield Strathallan School has seven excellent soccer fields but that they are all private and not open to the public.

Facilities in surrounding municipalities.

He added that the only thing close to the quality of the Hillfield Strathallan fields is the Mohawk Sports Complex and he said that this is far too expensive for the kids to afford.

Mohawk Sports Complex

Mount Hamilton Youth Soccer Club

-4-

Thursday, 1988 March 18

Soccer Club
Season and
Tournament.

Mr. Fleet indicated that the Mount Hamilton Youth Soccer Club season runs from May to October with a tournament being held in September to October.

Palatine
Tournament.

Mr. Fleet indicated that the cost of renting one field at the Mohawk Sports Complex is \$128. and that the cost of renting fields for a week-end tournament would be \$1,044. Mr. Fleet added that this cost was far too high for his Club and that in order to accommodate the tournament they have to scatter the games amongst the City fields they have the use of.

Use of one field
at the Mohawk
Sports Complex.

Mr Fleet added that this is an embarrassment to them as they want to be able to host their visiting teams from other cities at good facilities. Mr. Fleet questioned whether at least one good field at Mohawk Sports Complex could be granted to them.

Mr. Fleet indicated that with analysis of the actual use of the fields in the City's jurisdiction that he would suppose that at least one field would be available for them.

Club composition.

Mr. Fleet added that they have 61 teams, the equipment and 15 children on each team. He added that the Club is currently paying to store their equipment which consists of pylons, nets, soccer balls, uniforms, etc. He added that uniforms are being looked after by each coach. Mr. Fleet added that there is a great need for an equipment facility for their Club.

Bookings and fees -
Mohawk Sports
Complex.

Some discussion ensued on the facilities available at the Mohawk Sports Complex and it was indicated that 5 fields are ready now with a possible sixth in total to be ready for the upcoming season. Mr. Farquhar of the Culture and Recreation Department advised that according to their bookings and payments received this facility is fully booked. He added that the fees being charged for these facilities are very low compared to other facilities.

Cost of Soccer
fields.

Discussion ensued on the cost of creating a major soccer complex on the Mountain and Mr. Nutley advised that the cost of building a fully equipped soccer field would be approximately \$150,000. He added that to provide a bare minimum soccer field with very few facilities that the cost would still be approximately \$20,000.

Resting fields .

It was discussed that there is a need to be able to rest fields in between seasons in order to maintain their standard and that there is also a need for fencing around those fields to ensure the maintenance of that standard.

Annual Palatine
Tournament.

Mr. Fleet advised that the cost to his Club to run their Annual Palatine Tournament which involves other soccer teams from Chicago, Illinois and Hamilton, Ontario cost the Club between \$2,000. - \$2,500. Mr. Fleet added that a grant to reduce this rate would be very helpful to the Club. Mr. Fleet confirmed that the 1988 Tournament will be held 1988 July 29, 30, and 31. He added that approximately 200 children and 200 adults from Chicago will be coming in for this Tournament.

History of soccer
facilities in
Hamilton.

Alderman Merling gave an up-date on the history of the soccer facilities in Hamilton over the past 12 years and indicated that there has been on-going difficulties with the facilities for soccer. Mr. Cliff Marshall also gave information on the history.

Profile of the Club

Mr. Colin Fleet referred to a hand out given to the session on the profile of the Mount Hamilton Youth Soccer Club. Mr. Fleet advised that they have 61 teams which consist of 15 players each and a coach. He added that there are 20 executive in the Club. He added that if you were to compile the total man hours per season that it would amount to approximately 13,000 man hours.

Mount Hamilton Youth Soccer Club

-5-

Thursday, 1988 March 18

Mr. Bob Sugden spoke of the City of Hamilton's Volunteer Banquet which will be held this year at the Hamilton Convention Centre on 1988 April 22.

Volunteer
Banquet.

Mr. Paul Moore of the Club indicated that there is a need for an indoor soccer facility in Hamilton. He added that the cost of building such a facility would be less costly than a Hockey facility.

Indoor Soccer
facility.

Mr. John DeSantis expressed concern that they want to see action on their difficulties. He questioned who they should call to report garbage at fields and Mr. Pomfret gave him several numbers that he could call.

Garbage on
fields.

Concern was expressed that the School Trustees were not present but Alderman Murray indicated that he was unsure if they had been notified of the meeting and would follow through on this.

School trustees.

Alderman Murray indicated that he sees the need for on-going meetings to ensure action in this regard and spoke of the possibility of using the 5% land dedication fee for creating soccer facilities.

Future meetings
5% land
dedication fee
for soccer
facilities.

He added that an Information Report should be sent to the Parks and Recreation Committee about this meeting and that representatives of the Club should be invited to attend that particular meeting to speak to the Committee.

Report to the
Parks and Rec-
reation Committee.

Alderman Murray indicated that a future meeting of this session would be held and Mr. Cliff Marshall, Honorary President of the Club added that he is hopeful that there will be some results.

Future meeting.

Mr. Colin Fleet questioned whether the School Board could be used to advise Mountain children of the availability of a soccer programme. Mr. Allan Gilbert of the Culture and Recreation Department indicated that he did not see that this would be a difficulty as they are using the School Boards to advertise other programmes.

Use of School
Board to advise
children of the
soccer programme.

It was agreed that minutes of this meeting would be sent to Mr. Fleet for distribution to the Club members.

Minutes

There being no further business, the meeting then adjourned.

Adjournment.

Taken and read and approved,

ALDERMAN T. MURRAY, CHAIRMAN

Mrs. Susan K. Reeder
Secretary
1988 March 18

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

PAGE 85.

Ladies and Gentlemen:

RE: MEMBERSHIP OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

In accordance with the Education Act 1982, 182(1), that the Board of Education shall establish a Special Education Advisory Committee, it is recommended that the following representatives from community organizations and other community personnel be appointed to the Special Education Advisory Committee for the 1987-1988 school year:

Mrs. Sylvia Trott
Association for Children & Adults with Learning Disabilities

Mrs. Nalda Dalziel
Hamilton District Society for Disabled Children

Mrs. Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Mrs. Doreen Knol
Association for Bright Children

Mr. Lynn Ormerod
Canadian Hearing Society

Mrs. Judith Bishop
Hamilton Council of Home & School Associations

Dr. Wendy Brennan
Ontario Psychological Association

Mr. Geoff Foster
Canadian National Institute for the Blind

Mrs. Frances Oommen
Down's Syndrome Association of Hamilton

Dr. Joseph Jacobs
Hamilton and District Association for the Mentally Retarded

Prepared and submitted by: Peter S. Beveridge
Superintendent of Curriculum, Special and
Educational Services (designate)

Approved by: A. J. Krever
Director of Education and Secretary

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Judith Bishop (Chairman);
Trustees Baskin, Desmarais and Deans;
Mesdames Oommen and Tilbury, Miss Knol;
Mr. Foster and Dr. Jacobs.

Also Present: Mr. D. Hutton (OSSTF)

Officials Present: Mr. P. Beveridge (Superintendent of Curriculum, Special and Educational Services, designate)
Mr. B. Adams (Supervisor - Special Education)
Mr. F. Neumann (Administrative Assistant to the Director)
Mr. O. Jackson (Supervisor, Research),
Dr. C. Pryor (Supervisor, Psychological Services)

The Committee recommends:

GENERAL:

- (a) That the Special Education Advisory Committee commend the Board for directions being taken in respect to their promotion and practices of integration and appropriate programming for students identified as trainable retarded.
- *** (b) That the Special Education Advisory Committee endorse the 1987-1988 Fifth Annual Review and that it be forwarded to the Ministry of Education through the appropriate Board Committees. ***

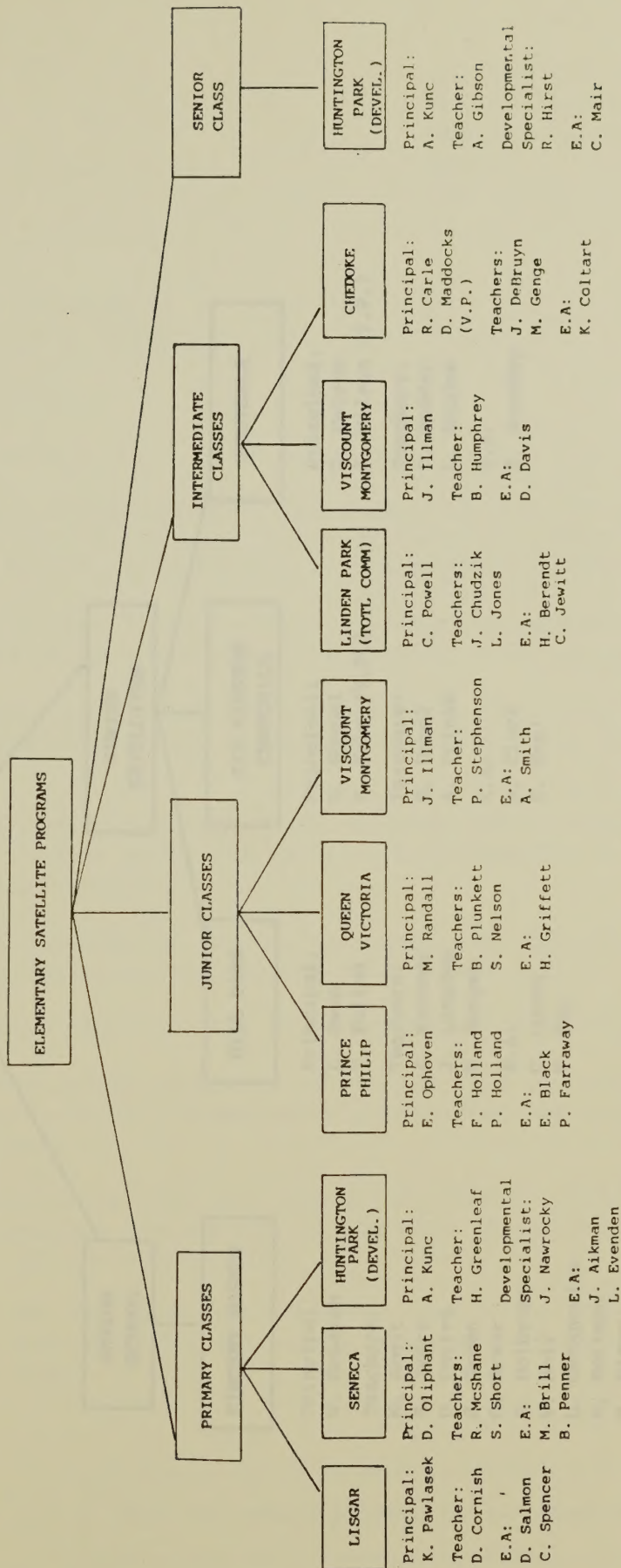
***Please see separate package.

Respectfully submitted,

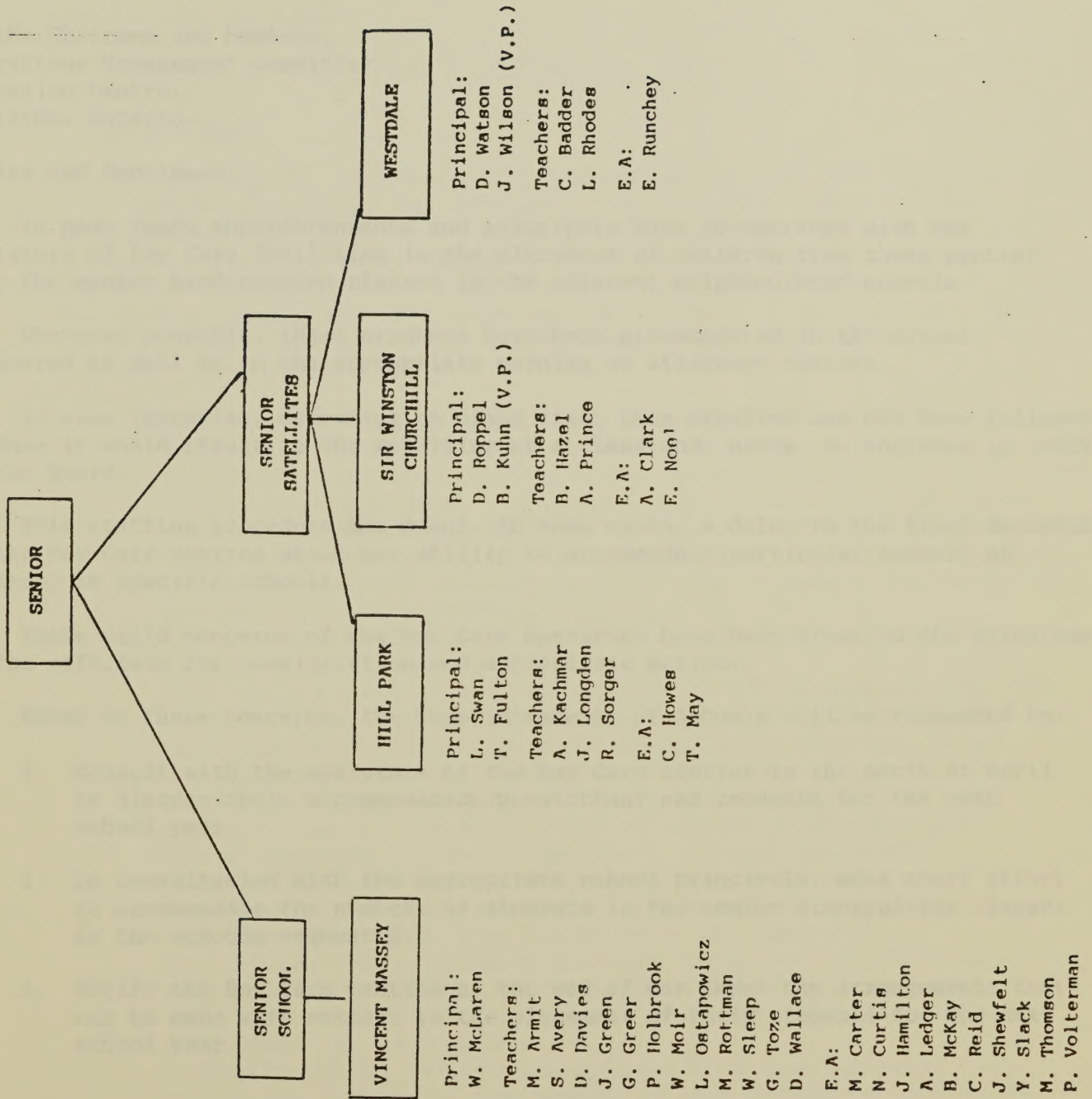
Judith Bishop
Chairman.

Meeting Room
1988 03 16

PROGRAMS FOR THE TRAINABLE RETARDED 1987-1988



UNDER SECTION 16, EDUCATIONAL SERVICES WITHIN RYGIEL AND ROBERT MAC HOMES ARE PROVIDED FOR MULTI-HANDICAPPED STUDENTS: Rygiel and Robert Mac } Rose Knight



To the Chairman and Members,
Operations Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

In past years superintendents and principals have co-operated with the operators of Day Care facilities in the placement of children from these centres into the senior kindergarten classes in the adjacent neighbourhood schools.

Wherever possible, these students have been accommodated in the school requested as well as in the appropriate morning or afternoon classes.

In some instances, depending on class size, this practice has not been followed because it would result in the splitting of a class and, hence, an increase in costs to the Board.

This staffing procedure has meant, in some cases, a delay in the final decision to the Day Care centres about our ability to accommodate particular numbers of students in specific schools.

These valid concerns of the Day Care operators have been drawn to the attention of the officials for consideration and appropriate action.

Based on these concerns, the Superintendents of Schools will be requested to:

1. Consult with the operators of the Day Care centres in the month of April to discuss their accommodation predictions and requests for the next school year.
2. In consultation with the appropriate school principals, make every effort to accommodate the numbers of students in the senior kindergarten classes in the schools requested.
3. Notify the Day Care centres by the end of May about the arrangements that can be made with respect to the placement of their students for the next school year.

Recommendation:

That the above procedures be approved.

Submitted by: K. A. Rielly

Approved by: A. J. Krever

The Chairman and Members
Operations Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

Re: "WESTMOUNT 1990"

I BACKGROUND

The staff of Westmount Secondary School has launched into a long-range plan for change. The project is entitled "Westmount 1990". The project is our attempt to address a change in expectations and requirements for Secondary School Education as well as a realization that our students will have different needs for the 1990's than they did in the 70's and 80's. The rationale for "Westmount 1990" is our attempt to address the following:

- . the Ministry of Education's image of the learner as a self-motivated, self-directed problem solver
- . a belief that our students are capable of doing more for themselves and that it is desirable that they be given more responsibility for their own decisions and education
- . OSIS and the new Ministry of Education curriculum guidelines which have an emphasis on the process of education as well as the content
- . the requirements of Bill 82 to meet the needs of exceptional students
- . the Curriculum Model of the Board of Education for the City of Hamilton which mandates a move from a teacher-centered curriculum to a student-centered curriculum
- . the significance of learning styles theory
- . need for increased flexibility for students to move between basic, general, and advanced level courses
- . the different rates of learning of the students
- . the revitalization of competent staff members
- . the maximum use of teachers' professional skills
- . the need for time for in-service of teachers
- . the belief that changes to date have not satisfactorily addressed the identified needs of students
- . the present structure often makes the desired changes difficult or impossible
- . a challenge to remove ourselves from our present structure, explore the needs of our students and then develop a structure to address these needs.
- . the Westmount Model is one possible alternative to semestering as requested by the trustees

By addressing these points, we would hope to better meet the needs of all students in our school and, therefore, reduce our drop-out rate.

II THE WESTMOUNT MODEL

The Westmount Model will involve self-pacing in terms of the curriculum delivery. This self-pacing aspect of the model will allow us to more easily address the following curriculum goals:

- (1) a move to a more student-centered learning approach,
- (2) an ability to address the process of learning as well as the product,
- (3) an ability to build in a greater variety of learning experiences,
- (4) a move to a more problem solving approach to learning,
- (5) an ability to individualize program to a greater extent in the areas of methodology, evaluation, objectives, etc.

The curriculum will be presented to students in well designed learning guides which will allow for small and large group sessions as well as independent learning. A variety of evaluation techniques will be used and student progress will be carefully monitored by teachers in a Teacher-Advisor Role.

(Appendix 1 "THE VISION" - includes more details)

III PROJECT EVALUATION PROPOSAL

A. ATTITUDES

1. Student
 - a) - annual questionnaire
 - April
 - to all students in school
 - b) - Graduates - November
2. Staff
 - Interviews - teams of 2 - interviewer
 - interviewee
3. Parents
 - questionnaires
 - send home with students
 - students' responsibility to bring it back
 - oldest sibling responsible and parent answers on behalf of oldest sibling in the school
 - before March Break

B. ACHIEVEMENT

- measure outcomes to ensure that results are as good as how if not better and that they compare favourably with other Secondary Schools in the system.

C. STUDENT RETENTION

- track students entering Westmount to determine the retention rate
- exit interview with drop-outs to determine why they are dropping out

D. COMMUNITY INTERACTION

- anecdotal report - by Department - each year
- descriptive, quantitative, qualitative

E. EXTERNAL TEAM EVALUATION

- plan a "CEDSS" Model evaluation using internal and external teams - 1 year after full implementation.

An Annual Report will be made to include:

- a) a summary of goals and activities
- b) a summary of in-service program for the current year
- c) a summary of the evaluation for the current year
- d) a list of goals and plans for the next year
- e) a list of long-term goals and plans

(Appendix 2 - Proposed Student Questionnaire)

(Appendix 3 - Proposed Parent Questionnaire)

(Appendix 4 - Proposed Community Interaction Survey)

IV PROCESS

A. PHASE I - SEPTEMBER 1, 1986 - JANUARY 31, 1988

Seven Research Committees composed of teachers, secretaries, caretakers (approximately 60 people) have researched the concepts. Final reports with recommendations were made on January 26, 1988. These recommendations led to the version of the "Westmount Model" as you see in this report. The recommendations supported a process that will give teachers time to prepare curriculum and gain the necessary in-service. The emphasis was on "quality" - not speed. Although, at this moment, the date for full implementation is September 1, 1990, it is very likely that this will have to be extended. The timelines will be changed as needed to allow for effective teacher, student, and curriculum preparation.

An Advisory Committee composed of Principal, Cabinet Member, Teacher, Parent, Student, Trustee, Superintendent of Schools, Subject Supervisor, Representative from Feeder Schools and OSSTF Representative has orchestrated the involvement of Senior Management, Trustees, Parents, Students, Subject Supervisors, and Feeder Schools.

Other important processes in Phase I:

- 2 parent information meetings with plans for further meetings
 - presentation to SEAC
 - negotiation with Ministry of Education to become a pilot school with a goal to receiving assistance in computer hardware and software
 - negotiation with IBM to become a partner with the Ministry of Education in the pilot project
 - negotiation with Dr. Michael Fullan, Dean of the Faculty of Education, University of Toronto, to become a partner in our project
 - constant contact with Dr. John Davis of OISE for assistance on process
 - involvement in Partners in Education and we will be "Adopted" by the City of Hamilton and the Hamilton Wentworth Region
 - problem-based learning project involving Dr. Branda of McMaster Medical Centre and Westmount students and staff.
- see Appendeix 5 - Phase I Process

B. PHASE II - FEBRUARY 1, 1988 - JUNE 30, 1988

A Steering Committee of 9 teachers and the principal will co-ordinate the work of 6 design teams. Each design team will develop a plan for implementation and in-service. The Steering Committee will co-ordinate the plans, set priorities, and plan in-service. The Design Teams are as follows:

- Administration, Operations, Organization
- Curriculum
- Physical Plant
- Student Needs
- Staff Needs
- Communication and Motivation

At the end of this school year, the Steering Committee will have developed a plan to include short term goals for next year and long term goals for the next 3-5 years. This process will continue each succeeding year.

The changes will be gradually "phased in". One unit is being developed and piloted in each Department this spring. As other units are developed, they will be used in our present structure. Full implementation which involves a change in structure cannot happen until all curriculum is ready, staff is ready, and our students are ready. At that point we must have an introductory plan for students new to the school and for incoming Grade 9's.

- see Appendix 6 - Phase II Process

V RECOMMENDATION

It is recommended that:

The Board of Education endorse the restructuring of Westmount Secondary School to allow for the concepts in "The Westmount Model".

Prepared by: Mrs. A. Robertson, Principal
Westmount Secondary School

Submitted by: "Westmount 1990" Steering Committee

Approved by: Senior Management

THE VISION

I. STUDENTS

Students will report in each day to their Teacher Advisor. At that time, they will be given morning announcements, test results, and information about appointments requested by the T.A. Other attendance checks can be scheduled at various times.

Each student will devise his/her own daily timetable in conjunction with the T.A. This schedule will be built to include the following:

- a) appointments: T.A. - to discuss general progress
Subject Teacher - to discuss subject related concerns
Administration - to discuss serious concerns about progress
Student Services - to discuss program and career counselling.
 - b) time for each subject being studied - independent study time
 - small group sessions
 - large group sessions
 - evaluation time.
 - c) field trips, co-op, other community related experiences.
 - d) remedial assistance with LRT if necessary.
- a), c), and d) must be scheduled to avoid conflict with small or large group sessions.

As a student successfully completes a unit in a course, work on the next unit is begun. As one course is completed, the student will make an appointment with student services to arrange for a new course. Each student will also spend some time developing generic skills - skills needed to help them move along the continuum from dependent to independent learner. These skills may vary from one student to another and from one grade to another.

II TEACHERS

Teachers will have two distinctive roles - Teacher Advisor and Subject Responsibility.

As a Teacher Advisor, the teacher will have 16-20 students in a T.A. Group. These students will be from all grades and they will stay with that T.A. each year. The T.A. monitors attendance, lates, and progress. The T.A. will report to parents frequently concerning progress. If progress is satisfactory, the T.A. will encourage the student. If progress is unsatisfactory, the T.A. will work with the students to try to solve the problem and establish more control as deemed necessary. The T.A. may refer the problem to subject teacher(s), parent, guidance counsellor and/or administration.

In the area of subject responsibility, the teacher will spend some time in the resource room working with students on an individual basis and diagnosing needs and devising means of meeting these. Some time will also be spent in small or large groups, as well as curriculum development. Each teacher will be responsible for the evaluation and subject - specific monitoring of a certain number of students. Teachers within a department will have some flexibility in use of the skills and time of teachers within the Department.

APPROXIMATE TIME ALLOTMENT EACH DAY

- 1 hour - T.R. responsibilities
- 1 1/2 hours - unassigned time - curriculum development, marking, etc.
- 3 1/2 hours - resource room small or large groups

III CURRICULUM

Each department will determine special needs for each subject - i.e. semestered, or non-semestered, specific structure required, full or partial credit courses. Each full credit will be divided into 20 units. Each unit will have a learning guide.

Each learning guide will include:

- a) objectives - clearly stated
- b) learning activities - to meet different learning styles
 - small group sessions - time and size geared to activity
 - large group sessions
 - challenges at the gifted level
 - field trips, community - related activities
- c) resources - print, audio - visual, human.
- d) evaluation requirements - geared to meet objectives
 - variety of types with choice
 - possibility for students to make proposals for learning activities and evaluation techniques to meet objectives.

Each subject will include a core of essential material that all students must cover. Optional units might give students choice. Generic skills will be identified and will be developed into learning guides as well.

Students with deficits in language or mathematics will be provided with a remedial program before beginning courses affected.

IV BUILDING

We will look creatively at the use of room within the building. Each department will have resource areas. These may be general in nature, specialized or integrated. The resource areas will include places for students to work alone, in pairs, or in small groups. There will be a variety of resource specific to that subject and a bank of computers for individualized learnings. There will also be a schedule for large and small group sessions. Each subject will have some classrooms for group sessions.

There will be 2 Test Centres - one for pen and paper tests, another for alternative types of testing (e.g. computer, oral).

The resource centre will become a more general reference centre and a media centre. A video-taping centre would facilitate taping of vital lessons. There will still be a student services office, a main office, a large duplicating area, and a cafeteria which will be open only during lunch, unless used as a resource room (no students on spares).

APPENDIX 2

EVALUATION OF THE WESTMOUNT PROJECT

QUESTIONNAIRE FOR THE STUDENTS

Question 1: Please circle the courses you are presently taking.

xxx1a to xxx4z

Question 2: Do you intend to graduate from secondary school or leave school before graduation? (Please circle your response.)

GRADUATE

LEAVE BEFORE GRADUATION

UNSURE

Question 3: What do you intend to do after you leave secondary school? (Please circle one of the following.)

(A) UNIVERSITY:

TYPE OF COURSE _____

(B) COMMUNITY COLLEGE:

(C) WORK:

TYPE OF WORK YOU WOULD LIKE _____

(D) OTHER: Please indicate _____

(E) UNSURE OF FUTURE PLANS

Question 4: To what extent are the courses you are now taking of assistance to you for your future plans? Please circle one of the numbers on the number line below.

TO A GREAT
EXTENTTO SOME
EXTENTTO NO
EXTENT

5

4

3

2

1

If some of your courses are of greater assistance to you with your future plans, please list them below.

Question 6a: Please indicate by circling the appropriate letter which of the following timetables you would prefer:

- (a) Prepared by school; students move in groups between classes
- (b) Prepared by school; students move as individuals between classes
- (c) Prepared by student; students move as individuals between classes
- (d) Prepared by student; student goes to teachers according to his/her needs

Question 6b: Which of the following methods of teaching would you prefer?

- (a) Highly structured; teacher presents all material to the group
- (b) Subject content presented by teacher to the class as a group with some classroom time for individual instruction and student work
- (c) Students meet the teacher on a regularly scheduled basis most instruction provided on an individual basis with the student responsible for determining his/her own needs
- (d) Students are free to choose the amount of time spent with each teacher each day; student is responsible for learning course content and for choosing and completing homework, assignments and projects

Question 6(c): Which method of evaluation would you prefer?

- (a) Students write the same tests at the same time
- (b) Students take tests when they feel they are ready on an individual basis

Question 6(d): Please indicate which homework and assignment method you would best prefer?

- (a) Detailed homework instructions, assignments (projects) carefully outlined before work is attempted
- (b) Some freedom to choose projects and assignments
- (c) Homework and assignments or projects become the responsibility of each student to identify and to complete
- (d) Student is responsible for learning the course content and for choosing and completing homework, assignments and projects

Question 6(e): Which method of learning would you prefer?

- (a) Students in a common class do the same work at the same time
- (b) Students move on to new work only when tests of the previous work indicate satisfactory progress

Question 7: If you are given several weeks to complete an assignment, please indicate your usual work habits:

- (a) Complete assignment soon after received to get it out of the way
- (b) Work steadily at the assignment over the course of a few weeks being careful not to leave it too close to the deadline
- (c) Leave it to the last minute and rush to get it completed

Question 8: Please indicate on the scale below your level of concern for your studies for missing two days of school due to illness.

TO A GREAT EXTENT				TO SOME EXTENT				TO NO EXTENT
5	4	3	2	1				

Question 9: How often are you late for school?

- (a) Less than once a month
- (b) About twice a month
- (c) Approximately once a week
- (d) Twice a week or more

Question 10: On the following scale, please indicate your level of self-discipline for completing homework assignments.

HIGHLY SELF-DISCIPLINED				LOW LEVEL OF SELF-DISCIPLINE
5	4	3	2	1

**WESTMOUNT SECONDARY SCHOOL
PARENTS' QUESTIONNAIRE**

PAGE 101.

Please complete this questionnaire with reference to your eldest child presently at Westmount. In terms of this child, please check off the appropriate information below.

MALE _____ FEMALE _____

GRADE 9 _____ 10 _____ 11 _____ 12 _____ OAC _____

Majority of courses taken at general level _____
advanced level _____

The questionnaire is to be returned to the school with the child referred to above.

I How satisfied are you with communication from the school concerning your son/daughter by means of:

	very satisfied	somewhat satisfied	not satisfied
report card	3	2	1
newsletters	3	2	1
teacher/parent interviews	3	2	1
communication concerning specific problems	3	2	1
other (please specify)	3	2	1

II The following are the 13 Goals of Education as stated by the Ministry of Education. How successful do you think we at Westmount are at meeting each goal in relation to your son/daughter?

The goals consist of helping each student to:

	very successful	somewhat successful	not successful	don't know
	3	2	1	_____
1. develop a responsiveness to the dynamic processes of learning.	3	2	1	_____
2. develop resourcefulness, adaptability and creativity in learning and living.	3	2	1	_____
3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols.	3	2	1	_____

II The goals consist of helping each student to: (continued)

PAGE 102.

	very successful	somewhat successful	not successful	don't know
	3	2	1	—
4. develop physical fitness and good health.	3	2	1	—
5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression.	3	2	1	—
6. develop a feeling of self-worth.	3	2	1	—
7. develop an understanding of the role of the individual within the family and the role of the family within society.	3	2	1	—
8. acquire skills that contribute to self-reliance in solving practical problems in everyday life.	3	2	1	—
9. develop a sense of personal responsibility in society at the local, national, and international levels.	3	2	1	—
10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups.	3	2	1	—
11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work.	3	2	1	—
12. develop respect for the environment and a commitment to the wise use of resources.	3	2	1	—
13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society.	3	2	1	—

III As a result of the experiences at Westmount, your son/daughter:

1. enjoys learning	3	2	1	—
2. is better able to deal with change.	3	2	1	—
3. meets challenges more confidently.	3	2	1	—

IV Please add any other comments you have about Westmount.

DEPARTMENT

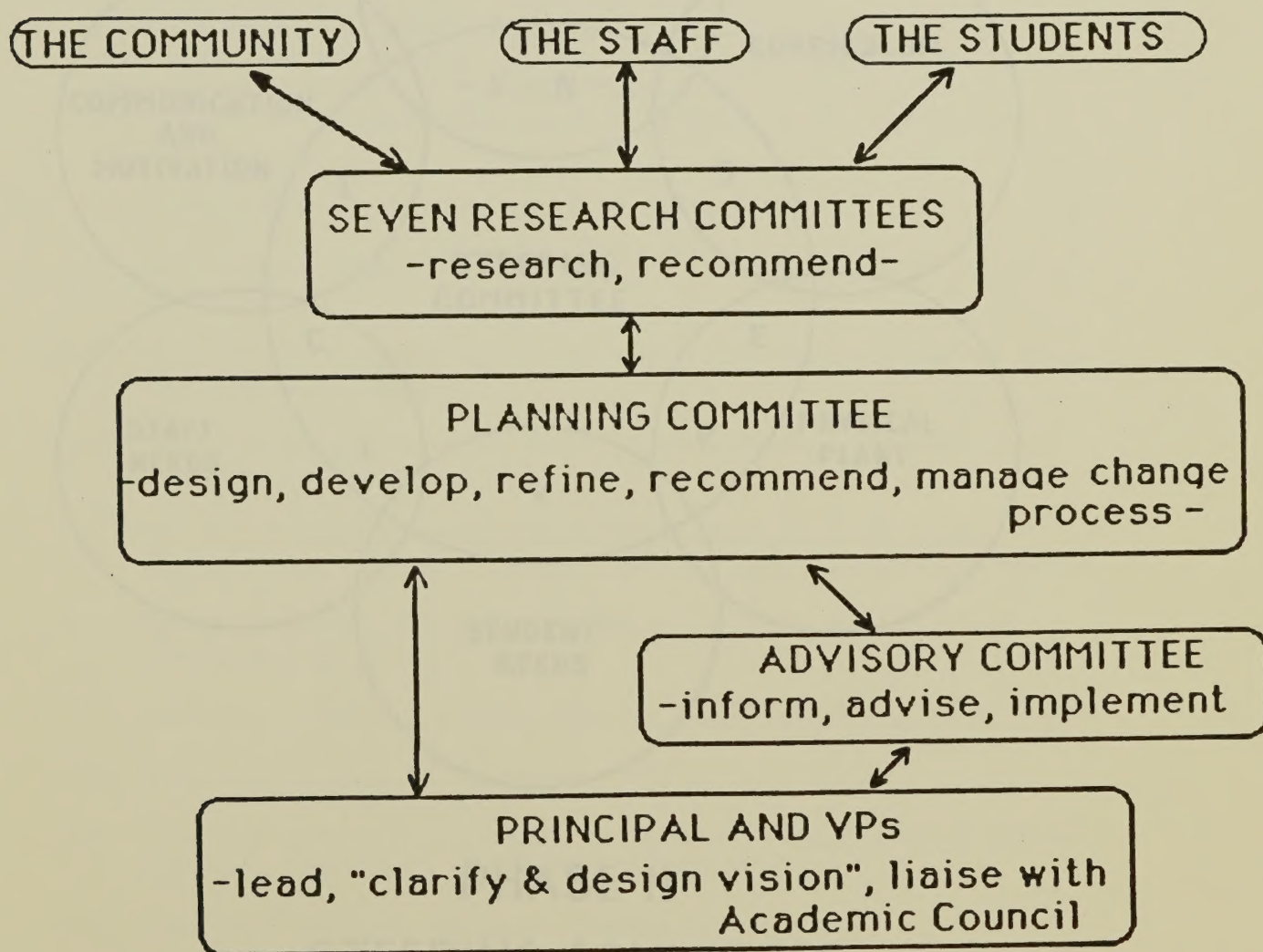
REPORTING PERIOD

TO

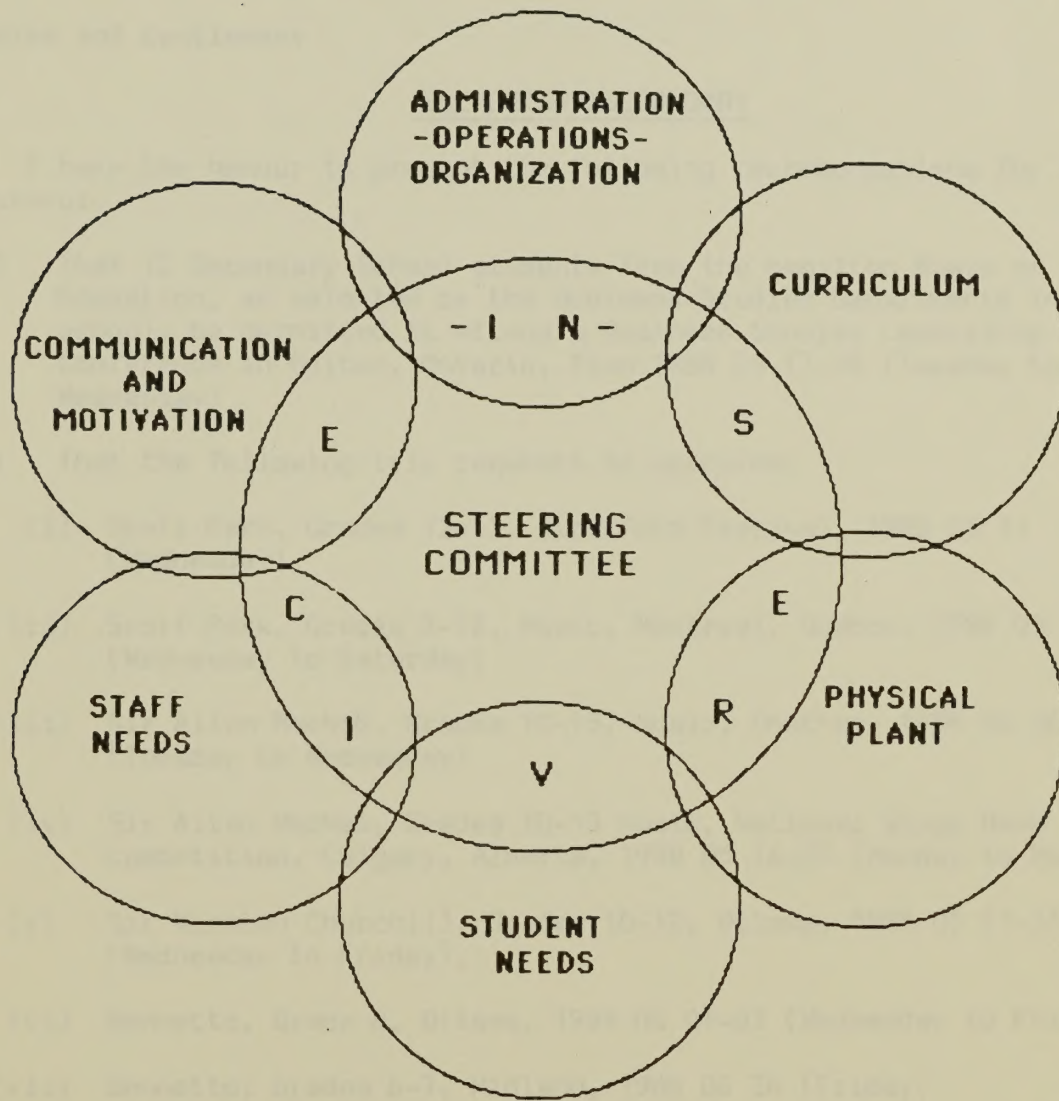
DESCRIPTION OF INTERACTION e.g. Field Trip, Work Experience, Speaker in School, Demonstration	IDENTIFY LOCATION, PERSON, ORGANIZATION, ETC.	LENGTH OF TIME INVOLVED	# OF STUDENTS INVOLVED	BENEFITS DERIVED	QUALITATIVE RATING 1 - 10 LOW HIGH

WESTMOUNT 1990

-THE DECISION MAKING PROCESS-



WESTMOUNT 1990



PHASE II STEERING COMMITTEE AND DESIGN TEAMS

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That 12 Secondary School students from the Hamilton Board of Education, as selected by the Business Studies Departments in each school, be permitted to attend a Business Studies Leadership Conference in Bolton, Ontario, from 1988 05 17-18 (Tuesday to Wednesday)
- (b) That the following trip requests be approved:
 - (i) Scott Park, Grades 12-13, Stratford Festival, 1988 05 11 (Wednesday)
 - (ii) Scott Park, Grades 9-12, Music, Montreal, Quebec, 1988 05 25-28 (Wednesday to Saturday)
 - (iii) Sir Allan MacNab, Grades 10-13, Music, Chatham, 1988 04 26-27 (Tuesday to Wednesday)
 - (iv) Sir Allan MacNab, Grades 10-13 Music, National Stage Band Competition, Calgary, Alberta, 1988 05 16-23 (Monday to Monday)
 - (v) Sir Winston Churchill, Grades 10-12, Ottawa, 1988 05 11-13 (Wednesday to Friday),
 - (vi) Bennetto, Grade 8, Ottawa, 1988 06 01-03 (Wednesday to Friday)
 - (vii) Bennetto, Grades 6-7, Midland, 1988 06 24 (Friday)
 - (viii) Fernwood Park/Westwood/Westview, Grades 4-5 and Grade 6 Gifted, Midland, 1988 06 27-28 (Monday to Tuesday)
 - (ix) Lawfield, Grade 8, Midland, 1988 06 02 (Thursday)
 - (x) Ryerson, Grade 8, Artpark, Lewiston, New York, 1988 06 03 (Friday)
 - (xi) Viscount Montgomery, Grade 8/SLD,TMR, Camp Kilcoo, Minden, 1988 06 01-04 (Wednesday to Saturday)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(c) That the following trip requests be added to clause (b):

- (xii) Crestwood, Grades 11-12, Outdoor Education, Algonquin Park, 1988 05 24-27 (Tuesday to Friday)
- (xiii) Prince of Wales, Grade 8, Ottawa, 1988 06 08-10, (Wednesday to Friday)

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1988 05 10.

Confirmation of the minutes of the last regular meeting.

URBAN MUNICIPAL

MAY 11 1988

GENERAL

GOVERNMENT DOCUMENTS

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: policy for donation of funds for special projects/activities outside the responsibility of the Hamilton Board of Education - **pages 1 & 2.**
2. Report from the officials re: condition of Hamilton Board's fields - **pages 3-5.**
3. Report from the officials re: portables - R. A. Riddell (tabled from March meeting of Operations Management Committee - 1988 03 08.) - **page 6.**
4. Report from the officials re: Child Care - **pages 7-19.**
5. Continuing Education - Fairview Adult Learning Centre - **pages 20-24.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 25.**
2. Presentation from A. M. Cunningham Home & School Council - **please see separate report.**
3. Investment of Short Term Funds.
4. Cash Flow.
5. Cafeteria Report - **pages 26-34.**
6. Permission to sell Bell Cairn School - **pages 35-39.**
7. Area 3 Office.
8. Report of the Special Education Advisory Committee - **page 40.**
9. Report of the French Language Education Council re: Transportation - **pages 41-47.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: city wide survey - Core French Program - **pages 48-78.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 79.**

MAY 15/88

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 05 10.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PROJECTS AND ACTIVITIES

OUTSIDE THE RESPONSIBILITY OF THE BOARD OF EDUCATION

It has been suggested that funds of the Board of Education for the City of Hamilton Foundation which are not designated for a specific purpose could possibly be used to support projects or activities outside the jurisdiction of the Board of Education, provided the project or activity fell within the objectives of the Foundation.

The Foundation, which is a registered charity administered by a three-member board of directors, includes fifty-eight individual funds with total capital and unexpended income of \$149,672.00 as of January 1, 1988.

All existing funds in the Foundation have been reviewed and are designated for specific purposes.

The objectives of the Foundation which the letter from the solicitor referred to are part of the incorporating Letters Patent, and subsections (c) and (d) are as follows:

To use, apply, give, devote, accumulate, or distribute from time to time, all or part of the fund or funds of the Corporation and/or the income therefrom to or for the benefit of any other association, foundation or person, the objectives of which relates to the education of persons;

To undertake and carry out and to encourage and assist The Board of Education for the City of Hamilton and others in undertaking and carrying out any and all programmes and research activities either alone or in co-operation or conjunction with others;

A fund could be set up in the Foundation for unspecified purposes, and if the Board felt it would be desirable to finance a particular request outside the Board's authority, a recommendation could be made to the Foundation requesting consideration of the project or activity.

It should be noted that the Board of Education may not contribute to a fund in the Foundation with a purpose which is not within the jurisdiction given to a Board under the Education Act, so donations to this fund would have to come from individuals, corporations, etcetera.

In order to secure funds to be placed in the Foundation, it would be necessary to canvas for funds donated without a specified purpose to be used at the discretion of the Board within the limit of the objectives of the Foundation.

Recommendation

That this report be received for information.

Respectfully submitted,

mb

John Penner,
Superintendent of Finance and Treasurer.

Board of Education
Hamilton, Ontario
1988 05 02

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Report on Playground Fields

At its meeting on April 12, 1988 the Operations Management Committee requested a report be brought forward in regard to the above subject. Accordingly, the Superintendent of Plant wishes to advise as follows:

A meeting was held on April 19th, 1988 with staff from the City of Hamilton's Public Works Department, Parks and Streets and Sanitation Departments and their Culture and Recreation Department, together with various staff from the Board. The purpose of the meeting was to discuss and clarify issues which were raised in the minutes of the City meeting which was held on March 10th, 1988 and was included in the Boards Operation Management Committee Meeting Agenda of April 12th, 1988. The City's meeting included a number of Aldermen who met with community groups and city officials to discuss maintenance procedures of playing fields in general and specific problems with respect to the City's use of Board fields. It should be noted and has been pointed out by the City staff, the comments expressed at the City's meeting of March 10th, 1988 were those of only one of the major user groups in the area and, therefore, do not necessarily represent the majority view of the groups using the Board's facilities on a permitted basis.

City officials indicated that there were basically three areas of concern which they had with respect to the shared use of our fields:

- (A) Height of grass and frequency of cutting
- (B) Pot holes
- (C) Lining of fields

In relation to these concerns a number of alternatives were discussed and the following comments were made:

(A) Height of Grass and Frequency of Cutting

(1) It has been agreed in the past, and we will continue, to cut grass on permitted soccer fields to a height of 1½" as opposed to 2½" which is our minimum height for other turfed areas in our system. Our frequency of cutting is 9 - 14 days and the City's is 7 - 9 working days or the equivalent of 9 - 11 days; it was concluded, therefore, that provided this frequency is maintained there should be no problems in that essentially both the City's and the Board's frequency are almost identical. The problem appears to be one of insuring that the frequency is maintained in the field and that when cut the height of the blade on the machine is raised and lowered to ensure that the required height is achieved at the appropriate location.

This will be accomplished with respect to the Board's operations by closer monitoring and follow up of the field work which is being undertaken by outside contractors working for the Board for this purpose. City officials will advise us of specific problems that are brought to their attention by their user groups and these will be resolved as soon as possible after they have been brought to our attention.

(2) At some locations where City and Board owned fields are adjacent to each other although the frequency is the same, the dates when the grass is cut differs. The perception is, therefore, that one of the fields is cut more than the other. As a result it appears that one field is in better or worse shape than the other. It has been proposed and we recommend that consideration be given to have the City's crew cut both of the fields at the same time and that the Board would compensate them for this service.

The Superintendent of Plant is proposing to implement this at the Hill Park location during the 1988 season.

(B) Pot Holes

Pot holes or depressions on our major fields will be identified jointly by the Board and the City staff and any serious depressions in the playing surfaces which represent potential hazards will be corrected before the fields are permitted out for use in the current season.

(C) Lining of Fields

The concern expressed by the City was that they felt as did their user groups that burning lines into the sodded areas as opposed to using chalk or paint was preferable from a labour point of view (i.e. specifically, less labour is required if the lines are burnt in and the sod in those areas is killed. This only requires one treatment per year. It is the Board's staffs opinion that this may be appropriate on City fields, but we do not feel that it is desirable on school board fields. We believe that these burnt areas become susceptible to retention of water and eventually become soft and muddy, and that they encourage weed growth and are aesthetically a detriment to the general appearance of our grounds and buildings. We are therefore not recommending this action on our fields. We have suggested that the City continue with their groups to line the fields with chalk; we have agreed that we would experiment with painting of lines on one of our fields this year. It is our understanding that this has been tried elsewhere and has reduced the number of linings (and therefore the amount of labour) that is required to maintain the lines. We therefore, plan to provide this service at Sherwood Secondary School for the 1988 season.

The City will be advised of the cost and the results will be monitored by the Board and by the City to determine if the City wishes to use this as an alternative method of lining fields as opposed to the current chalking in of the lines.

Safety Concerns

The concern of the condition of our fields with respect to safety was raised by members of the Board's Operation Committee and these concerns have been investigated.

The Superintendent of Plant wishes to advise that we are in the process of inspecting our fields to ensure that any existing hazards are removed or repaired before the current playing season commences. In this regard to date there have been few specific hazards found. Those that have including large depressions or areas where sod has been removed will be repaired as soon as possible. All broken glass and or other foreign materials will be removed by our caretaking staff during the normal grounds spring clean-up which is currently under way. The other safety issue identified was that of concrete footings around some goal posts which have heaved and in some instances the concrete has broken subsequently leaving a rough or jagged raised edge on the protruding collar. These do present a serious potential hazard and will be repaired as soon as possible.

RECOMMENDATION:

That the above report be received for information.

Prepared and Submitted by: R. T. Orlando, Superintendent of Plant

Approved by: A. J. Krever, Director of Education

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: PORTABLES - R. A. RIDDELL

At the special meeting of the Operations Management Committee on 1988 02 03, the following motion was approved however; at the Board meeting of 1988 02 18, the motion was referred back to the Operations Management Committee for further consideration:

"That \$115,000 be spent from Capital Reserves on replacing the 4 oldest portables at R. A. Riddell."

At the 1988 03 08 meeting of the Operations Management Committee the officials presented a report which supported the addition of a demountable subject to this Board receiving appropriate grants from the Ministry of Education; however, the following motion was put forward and tabled pending a reply from the Ministry:

"That the 8 existing portables at R. A. Riddell be demolished and replaced with 8 new portables at an approximate cost of \$225,000."

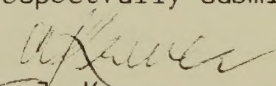
At that same meeting, Mr. Penner presented a report on the sale of the old portables at R. A. Riddell; however as noted from the minutes "Mr. Penner suggested this item be held until next month because of previous action taken by the committee on R. A. Riddell".

In recent discussions with the Ministry of Education, it has been learned that the Board of Education for the City of Hamilton does not qualify for capital construction grants.

It is therefore recommended:

That the motion regarding the demolition of the 8 existing portables at R. A. Riddell to be replaced with 8 new portables at an approximate cost of \$225,000 be lifted from the table and approved.

Respectfully submitted,


A. J. Krever,
Director of Education
and Secretary.

*jep

1988 05 10

To the Chairman & Members
Operations Management Committee
Hamilton Board of Education

RE: CHILD CARE

Rationale for the Report

In response to a motion at the Dec. 3, 1987 Meeting of the Development Committee, the Board Staff Committee on Child Care has carried out an intensive process to compile the information for this report over a period of three months.

(See APPENDIX 1 for details.)

Current Involvement in Hamilton

Quality programs for young children include education as well as care. Programs for children that already occur within the Board are summarized and categorized here:

Category 1

Total Cost Borne by Board:
JK/SK Programs and
Lunch Programs in all
elementary schools

Category 2

Board in some degree
of association or
"partnership":

Hill Park Delta
Caledon Westdale

Category 3

Provision of Space Only:

YWCA Before & After School - Queen Mary, Central

First Base Before & After School - Pauline Johnson, Earl Kitchener,
A.M. Cunningham, Bagshaw,
G. R. Allan, Norwood Park

Co-op nursery schools - Bagshaw, Linden Park

George Force Boys and Girls Club - Queen Vic., Stinson, J.E. Davey

Programs for Children In Hamilton

Program Features	JK/SK	Lunch Program	Hill Park	Caledon	Delta	Westdale	YMCA First Base
Licence & board of directors			√	√	√	√	√
Availability of subsidy money for fees			√	√	√	√	√
ECE Staff		√	√	√	√	√	√
Uncertified staff		√		√			√
Certified teaching staff	√	√					
Full day care			√	√			
Half day care			√	√	√	√	
Half day education	2-6 classes per school						
Infant care				14			
Toddler care			10	5			
Pre-school care			16	11	16	32	
Lunch program		13,200					
Before school care							47
After school care							78
Adult students' children			√	√	√		
Curriculum integration for benefit to different age groups	some	limited	full	partial	limited	limited	
Parenting needs addressed			parent meetings	75mins./day	parent meetings	parent meetings	
Parenting students involved			all every second day	all for some time	some some of the time	2-4 during field site time	voluntary on P.D. Days
Co-op students involved	√		√	√	√	√	

Feature	School Boards Where Features Apply						
	Toronto	Ottawa	Niagara South	N. York	Durham	Peel	
Policy or guidelines	√	√	√	√			
New schools with child care facilities		√			√	√	
Department or person responsible	Day Care, Early & Primary Dept.	Continuing Education	Principal At Large In Charge of Primary Alternative Program	Dept. of Community & Admin. Services [AND] F.S. Dept.	Independent Incorporated Board in Community	Family Studies Co-ordinator for F.S. Playschools	Independ. Incorpor. for lunch and After School Program
Specific staff assigned	Consultant	Advisor	Principal	Consultant			Board of Directors
Infant	√	√		√			
Toddler	√	√	√	√	√	√	
Pre-school	√	√	√	√	√	√	
Day care for student parents (teens)	√			√	√		
School-age	√	√	√	√		√	
Workplace	√		√	√	√	√	
Varied costs to Boards according to individual assessment of involvement and type of program	√	√	√	√			
Conditions & expectations of and assistance for partners from Boards exist	√	√	√	√			
Education program for 4 & 5 year olds	JK, SK & others	JK, SK	Primary Alternative & SK	JK/SK	SK	SK	

(For additional general information please see APPENDIX II.)

Needs Identified for Hamilton

Although there are education (JK/SK) and care programs for the benefit of several Hamilton children, there were some needs that were identified first by committee members that were reiterated by the community resource people, as well. A couple of needs emerged as the committee looked ahead and also listened at the ALSBO conference on Child Care. The committee declares its bias: whatever can be done to enhance the environment of children in their early years will positively affect their learning in our schools:

The need is for:

- a plan and a policy
- a co-ordinator of all activities or programs who would implement policy and also liaise with community organizations i.e. MCSS, Regional Support Services, ECE Association, YMCA, YWCA, Recreation Centres, etc.
- a flexibility and co-ordination of staff who work with children to foster communication and co-ordination among those involved in different phases of programming for the same child
- expansion of school-age care
- one or two more centres for teen parents and their children
- provision of more family studies learning centres, e.g. Hill Park
- flexible child care to be available at adult education centres
- meeting immigrant family needs especially re preparation of children for entry into the school system
- consideration of parent and child drop-in centres
- consideration of workplace child care e.g. in co-operation with other businesses in downtown Hamilton

Concerns Noted at the ALSBO Conference on Child Care

1. Legalities connected with provision of child care associated with Boards of Education
e.g. incorporation procedures, expectations and procedures pertaining to the Landlord and Tenant Act
2. "Hidden" costs although programs are to be self-supporting
e.g. space - displacement effect; maintenance of renovations
start-up loans
co-ordination costs
land costs not included when new schools must have child care centres
3. That the initial relationship between a child or family centre and the rest of the school is so important for the success and benefit of children.
4. That educators receive in-service regarding their role(s).
5. That there be an accountability and compatibility of the programming and interface of pre-school with JK or SK.
6. There is an increased expectation that Boards be involved in establishing child care facilities. However, funds are not readily available.
7. That priority needs exist and funds will be required to assist Boards in meeting them.
(The high needs were summarized as: school-age care from age 4 up to and including age 12 and child care to assist teen parents.)

Where are the MOE and the MCSS Re Their Partnership Pursuits and Projections for the Future?

There is an interministerial committee, and a joint statement from both ministers is expected re child care.

A new document has been prepared: "Child Care in Schools - Questions and Answers" which is expected for distribution soon.

- There is a plan for a series of consultations to take place beginning Sept. 1988, between both ministries and various groups. Although there is no MOE policy on child care it is expected that one will be developed as a result of the consultations.
- There is a MOE plan to implement reductions in class sizes for grades one and two over the next three years which, it is predicted, will have an effect on the availability, or rather the unavailability, of space for classes, not to mention child care, in many schools.

(Please see APPENDIX III for additional information.)

- The new Child Care Program Development Fund guidelines from MCSS indicate the following categories available for funding:

1. Services to Families • group centre care • private home daycare • child care resource centres	2. Special Projects • public education (conferences, publications) • community development e.g. needs assessment • special resource projects (for children with special needs)	3. Pilot Projects e.g. child care at unusual hours, rural child care, school-age child care, outside regular school hours
---	---	--

As our "New Directions" document emphatically states, child care is a priority for the Ontario government because it affects the well-being of the province's children. Enhanced child care services are important both to working and non-working parents. These services are provided with the aim of strengthening the family unit and helping parents to more effectively balance work and parental responsibilities. It is hoped that this may, in the long term, also reduce the incidence of social problems.

- J. Sweeney

"Child Care Development Fund" Booklet

(Please see APPENDIX IV for Glossary.)

Board Staff Committee on Child Care

Members:

Marian Avery/Tazila Smith - Lunch Program
 Judi Blane - Supervisor of Family Studies (Chairperson)
 Mardy Eason - Assistant to the Associate Director
 Stephanie Fox - Assistant to the Principal, Calverton S. S.
 Susan Hildreth - Principal, Red Hill School
 Jim Hobbs - Co-ordinator, Adult Education
 Barbara Howard - Supervisor of Transylvanite Homes
 Bruce Malt - Principal, Central School
 Leslie Mott - Early Childhood
 Jim Eadie - Vice-President

CONCLUSION

It would appear that a first step towards any action on Child Care by this Board would be an analysis of the various extant models for Child Care in this province and the implications of those models for this Board. From such an analysis it would be possible to determine the exact policy to be developed. When a policy is established, then a plan for implementation and a determination of required resources could be made.

Process Followed

- Held five meetings.
- Sought out information from internal papers and people who have been involved in various aspects over the past few years.
- Talked with people from other Boards.
- Invited resource people to meet with us, e.g.
 MDE Representative, Julie Mathew, Centre for Early Childhood and Elementary Education
 MCSE Representative, Shirley Wheeler
 VACC, Day Care Program - Jim Sykes & Yolanda Fitzpatrick
 School Social Worker - Monica Gonzalez, Prince of Wales School
 Regional Support Services - Leona Kishan, Director
- Four committee members attended the ALBO/OCLEA Conference on "The Role of School Boards in Child Care", - February 19 & 20, 1988

Board Staff Committee on Child Care

Members:

Marian Avery/Thalia Smith - Lunch Program
Judi Binns - Supervisor of Family Studies (Chairperson)
Mardy Eedson - Assistant to the Associate Director
Stephanie Fox - Assistant to the Principal, Caledon S. S.
Susan Hildreth - Principal, Red Hill School
Jim Hobbs - Co-ordinator, Adult Education
Barbara Howard - Supervisor of Primary/Junior Education
Bruce Mair - Principal, Centennial School
Neville Nunes - EASL Consultant
Jim Ruddle - Vice-Principal, Westdale S. S.

Mandate of the Committee

1. To provide a base of information for senior administration
2. To identify issues
3. To network with community resource people
4. To do some internal team building around the topic of child care

Process Followed

- Held five meetings.
- Sought out information from internal papers and people who have been involved in various aspects over the past few years.
- Talked with people from other Boards.
- Invited resource people to meet with us, e.g.
MOE Representative, Julie Mathien, Centre for Early Childhood and
Elementary Education
MCSS Representative, Shirley Wheeler
YMCA, Day Care Program - Jim Sykes & Yolanda Fitzpatrick
School Social Worker - Monica Gonzales, Prince of Wales School
Regional Support Services - Leena Kinanen, Director
- Four committee members attended the ALSBO/OCLEA Conference on "The Role of School Boards in Child Care". - February 19 & 20, 1988

APPENDIX II

SUMMARY OF SOME RESULTS OF THE ALSBO SURVEY ON SCHOOL-BASED CHILD CARE SERVICES CONDUCTED FALL 1987
--

Total number of boards surveyed:	182	100%
Total responding:	62	34%
Total public boards responding:	50	27.5%
Total separate boards responding:	12	6.6%
Total others (boards/agencies etc.) responding:	1	.5%

Age Categories Served (Year-round Programs)

From the responses to this section of the survey, it can be assumed that many of the centres provide programming for a wide age group of children. While infant spaces exist in only 31 centres, more than 141 programs exist for kindergarten-age children (4 and 5 year olds, half day programs). Preschool (2.5 - 5 years) and programs for toddlers (18 months - 2.5 years) are available in 96 and 60 centres. (Because the age groups overlap, some duplication must be assumed.)

School-age children (6-9 years old) are involved in before and after school, lunch and combined centres, as noted: [by the 62 boards responding]

Before school	80
Lunch	150
After school	85
Combination	215

One age group, children 10 and older, are cared for in a reported 39 centres, and 13 special needs programs were noted by the boards responding to the survey.

Related Child Care Programs in Board Facilities

School facilities are used for related programs including parent-child drop-ins, play groups and resource centre activities, with 115 centres reported in operation. Children of adult students enrolled in ESL and Literacy programs are provided with care in 38 locations. Twenty-three (23) centres report that they care for the children of adult students (presumably continuing education students in regular day school or adult day school). No programs were reported for the children of adult students studying in the evening (Night School). As well, there are 21 programs operating for the children of teenage students, and 37 curriculum-based Family Studies Centres reported.

School Board Coordination and Assistance

A wide range of questions which sought to determine the type and level of support provided by boards to child care centres operating in their facilities were detailed in the survey. The responses are noted below:

Number of boards with staff appointed to be responsible for coordination of programs using board facilities: 11 (includes one outside consultant)

Numbers of staff involved: full time: 11 half time: 6

Qualifications of staff: teaching certificates, ECE training

Only 18 boards reported that they had contributed funds and/or resources to centres operating in their facilities in an "official" manner, while 7 noted that "unofficial" support had been provided.

A break-down of the type of support (funds, resources, etc.) is noted here:

Free space	21 boards
Caretaking	21 boards
Reduced rental fees	12 boards
Curriculum tie-ins	10 boards
Liability insurance (under board policy)	8 boards
Purchasing	7 boards
Staff P.D.	5 boards
Social work services	2 boards
Start up grants	1 board

Summary of

Information from the Ministry of Education

1. Which Ministry is responsible for the provision of child care?

The Ministry of Community and Social Services (MCSS) has primary responsibility for the provincial government's commitment to the provision of child care services. However, the Ministry of Education (MOE) operates in a supportive role in carrying out those commitments.

7. What is the role of school boards in the selection of operators of child care programs?

It is assumed that the school boards and schools will be assisted by MCSS staff in the process of determining appropriate operators for school-based child care services. Boards should begin to develop criteria that would guide them in this process.

8. What is the present role of school boards in supporting the provision of child care services?

At present, boards may make available for child care use space not required for education purposes. Under the new capital funding provisions, boards will design and construct the school-based child care facilities and will provide the land for those facilities. School boards are not the licence-holders of child care programs, e.g. boards cannot directly operate child care programs.

9. Who will be responsible for planning the child care space located in schools?

The space-planning for the new school buildings should be a co-operative process between the school board's architect, the school, the child care corporation (if/when chosen) and the MCSS area child care consultant.

When existing school space is being renovated for a child care program, the above process would also apply.

GLOSSARY OF TERMS

(Definitions and Explanations)

MCSS - Ministry of Community and Social Services

ECE - Early Childhood Education (Educator)

Age Groups	- INFANTS - TODDLERS - PRESCHOOL - SCHOOL AGE	- 0-18 months - 18-30 months - 30 months - 5 years - from junior kindergarten up to and including the age of 12 years.
-------------------	--	---

Child Care Child care services in Ontario include the care of children within a licensed group day care centre, nursery school, developmental centre, integrated centre, or private home day care under the supervision of a licensed agency. As well, child care services include support programs for parents, and caregivers involved in unlicensed or informal arrangements. Support programs include, for example, child care registries, parent education, drop-in programs, and toy and equipment lending services, often housed in child care resource centres.

Child Care Resource Centre A generic term used to describe a series of support services and community resources provided to parents, informal caregivers, children and child care professional staff. These services may be offered singly or in combination, and may involve:

e.g.

Parent/Caregiver Education: provides workshops, and information on child development, parenting skills, child-caring and child-rearing responsibilities.

Drop-in: provides a central space where parents, and caregivers, and professionals met and learn from each other, and where children can have a play group experience. Parents and caregivers must remain on the premises if more than five children are present, unless a licence to operate a day nursery is obtained.

Toy/Equipment Lending Library: provides caregivers and parents with toys and other recreational equipment, and offers advice and instruction about children's learning and developmental levels.

Respite/Relief Care: care provided to a child to allow parent or daily caregiver who is not on the premises a relief period or break time.

Play group: provides an informal coming together of parents, caregivers and children to enjoy a mutual experience of play, learning and socialization.

Day Care Centre	A full day group centre program providing care for more than five children.
Day Nurseries Services	All programs licensed under the <u>Day Nurseries Act</u> , both group centre programs and private home day care agencies.
Day Nurseries	The generic term for all licensed child care.
Day Nursery	Premises that receive more than five children up to and including 12 years of age who are not of common parentage, primarily for care and/or guidance, for a continuous period not exceeding 24 hours. Such a program requires a licence as outlined in the <u>Day Nurseries Act</u> .
Developmental Centre	A child care program for children with a developmental or physical handicap.
Direct Operating Grant	Direct funding to support the operating cost of licensed child care programs (group centre care and private home day care) to be introduced in 1988.
Nursery School	A part day program providing care for more than five children, usually between the ages of 30 months and five years.
Pilot Projects	Time-limited projects to provide answers to specific policy or program issues.
Private Home Day Care	The temporary care of five or fewer children up to and including 12 years of age, where such care is provided in a private residence, other than the home of a parent or guardian of any such child, for a continuous period not exceeding 24 hours. The number of children under six years of age, including the children of the person in charge, may not exceed five. While the individual private home is not required to be licensed under the <u>Day Nurseries Act</u> , agencies that provide supervision and resource support to these homes must be licensed. There is no requirement that providers offering care in a private home belong to any agency. When there is no linkage to a licensed agency, caregivers are not considered to be part of the formal licensed system.
Subsidies	Subsidized licensed child care services may be available to families who are determined to be in economic need. This determination is made by the municipality, based on a ministry-approved test. Families may be eligible for a full or partial subsidy and should contact the municipality concerning their eligibility. Subsidies are only available in licensed services.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1988 05 05

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Summary - Fairview Adult Learning Centre

The enclosed report contains a more detailed overview of the development that has taken place at the Fairview Adult Centre. The programs offered are:

- (a) English As A Secondary Language (E.S.L.) (Beginner and Advanced)
- (b) Adult Basic Education
- (c) Modified Adult Basic Education (for developmentally handicapped adults)
- (d) General Interest Courses (two at the present time)

The building is presently occupied by the Board, Jewish Social Services and the Rygiel Home. The expansion of the program is slow, but steady and it is therefore anticipated that joint occupancy will continue for the 1988-89 year.

RECOMMENDATION:

That this report be received for information.

Prepared and submitted by: J. Hobbs, Co-ordinator of Community
and Volunteer Services

P. S. Beveridge, Superintendent of
Curriculum and Special & Educational
Services (Designate)

Approved by:

A. J. Krever,
Director of Education.

encl.

100 Main Street West
Hamilton, Ontario L8N 3L1
1988 05 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Fairview Adult Learning Centre - Update Report

The following update report is presented to the elected officials in order to keep them fully aware of the evolution of our programs tailored to support a range of educational needs for adults in our community.

BACKGROUND

A steady growth and success of the Southview/McIlwraith Adult Learning Centres, since the Fall of 1986, can be attributed to the offering of specific programs and courses that have appeared to reflect and/or appeal to the personal interests, the life styles and the educational/career goals of a large number of adults in Hamilton and in surrounding municipalities. By the Fall of 1987, it had become apparent that the physical accommodation within the Centers would not only mitigate against the unlimited growth of existing programs but could also inhibit or curtail the development of new programming.

Fairview, the only apparent possibility at the time for program expansion consideration, presented the ideal physical accommodation for program development but its viability as a popular site could take much longer to determine due to its "unknown" extreme west-end location.

In the initial stages of organization, the Continuing Education Department's projected optimum number of classrooms required within the first year was seven and the Board readily agreed to joint occupancy with the Jewish Community Centre.

PRESENT

Occupants

1. The Jewish Community Centre moved to a new location in the Fall of 1987. However, the Jewish Social Services Department has remained at Fairview as a tenant and is currently operating:

- a pre-school nursery program (2 rooms)
- a seniors' workshop (2 rooms)
- a counselling service (2 offices)
- a ceramics craft class (1 room shared)
- a mid-week lunch for seniors (gym - shared)
- an evening Karate class (once a week)

2. Continuing Education Classes - Programming commenced on Monday, October 26, 1987, with the hiring of teachers (3) for the E.S.L., Adult Basic Education and Modified Adult Basic Education classes. Considerable time was spent by the teachers in promoting and marketing their programs in the community.

Adult participants of the Jewish Social Services programs have become aware of our classes. One has joined the Adult Basic Education class while four are currently enrolled in the E.S.L. program, and two recent arrivals from Israel are making arrangements to enroll shortly.

PROGRAMS

- E.S.L. -- Beginners - Monday, Wednesday and Friday a.m.
Advanced - Monday and Thursday a.m.
- Adult Basic Education - Monday to Friday a.m. and p.m.
- Modified Adult Basic Education - Monday to Friday a.m. and p.m.

Developmentally handicapped adults attending the Modified Adult Basic Education program must fulfill two basic requirements:

1. The adult should be able to profit from instruction in basic numeracy and literacy (teacher assessment). The Ministry will only grant funding for academic instruction vis-a-vis life skills programs.
 2. The adult must be physically autonomous and possess the capacity for independent action:
 - (i) relative to personal hygiene
 - (ii) in responding to "emergency" situations.
- Credit Program - Insufficient interest to warrant hiring a teacher. Approximately twelve students have expressed an interest in credit courses - grades 11-13. Students are encouraged to use the Southview/McIlwraith Centres until numbers increase to warrant hiring a teacher.
 - General Interest - Two courses are operating during the Winter Term - Tai Chi and Dressmaking. These courses will terminate the week of May 2 and will be re-offered within the Fall Program 1988.

FUTURE

Occupants

1. The Jewish Social Services

Mr. Sid Brail, Executive Director of the Jewish Community Centre, has indicated he will be requesting an extension of the current lease for 1988-89 allowing the Social Services to continue operating programs throughout the coming year.

2. The Rygiel Home

The Rygiel Home has rented one room in order to tailor a special program which will address the needs of severely handicapped adults who are unable to cope with the modified adult basic education program.

This special project, in co-operation with the Hamilton Board, will provide a degree of specialized resident resource to our staff at Fairview who are programming for exceptional adults who want to increase their level of literacy and/or numeracy.

3. Continuing Education Classes

Current programs, excluding the general interest courses, will continue to be offered until the three-week Summer Break; August 22-September 5, 1988. The independent/home study credit program remains on hold, pending sufficient numbers to warrant the hiring of a teacher(s).

- The Modified Adult Basic Education Program for the developmentally handicapped adult is beginning to show the encouraging growth indicators. It could eventually expand into a multi-class program.

The uniqueness of the program in juxtaposition with existing programs for the developmentally handicapped is attracting the attention of clients and agencies. It is the only program of its kinds in the City concentrating its expertise and efforts into the delivery of an academic program emphasizing the fundamental skill development of reading, writing and mathematics.

There are approximately fourteen students graduating from the Secondary Satellite Programs to the Trainable Retarded at Hill Park, Sir Winston Churchill and Westdale that could be considered as ideal candidates for either the Modified A.B.E. program or for the regular Basic Education program vis-a-vis the Southview program.

In addition, Miss Wanda McLaren, principal of Vincent Massey, has indicated that five of her graduating students would profit from the Program but added the "qualifier" that transportation would have to be provided as Board subsidized transportation would no longer be available. (This may well be a complicating factor for this population of young people.)

Since transportation needs seem to be a prevalent concern among many developmentally handicapped adults, the Adult Learning Centre personnel shall maintain on-going communications with DARTS as students' needs are made known.

Strategies, including reciprocal visits between the Trainable Retarded programs and Fairview staff, are being implemented to promote the Modified/Basic Education Programs among the graduating students and parents.

- The General Interest Programs for the Fall and Winter terms 1988-89 will offer new skill development/self-improvement courses in addition to the two courses currently in operation. Program planning is now underway.
- The E.S.L. Program will continue if present participation is an indication of future growth. An unanticipated benefit accrued from co-habiting the facilities with a "social services" organization has been the advocacy of the Jewish Social Services in promoting and referring clients to the E.S.L. and Basic Education Programs. Their continued support provides a potential source for future referrals.
- Credit Program - Until sufficient interest is shown, credit courses at the Grade 11, 12 and 13 levels will not be offered. The few students (12) who have expressed interest in registering for the program have been given access to their courses at the Southview Centre. The Grade 9 and Grade 10 English and Mathematics courses have been assigned to the Adult Basic Education teacher.
- The Adult Basic Education Program has not experienced the successes of Southview and McIlwraith. Reasons for its slow development, other than conjecture relative to "location", are not clear. Promotion has been fairly extensive including the support of the "Hotline".

S U M M A R Y

The initial concept and programs developed for Fairview were not expected to expand rapidly enough to warrant the use of the entire facility. After 5 months of operation, this expectation with its anticipated use of seven rooms remains valid for the immediate future (June, 1989). Geographically, the Centre's "hidden" location in West Hamilton, serviced by only one bus line, could be a mitigating factor for its slow development.

However, the Fairview Centre, in joint occupancy with a tenant(s), and given the slow but steady upward trend enrolment, has good possibilities of becoming an established viable west end Learning Centre for adults.

The Adult Learning Centre concept has proven successful relative to adult needs/interest (Southview and McIlwraith). With the closure of the McIlwraith Centre, the Fairview site may well become increasingly important for the delivery of comprehensive academic programs for the functional illiterate, the recent immigrant and the developmentally handicapped adult in the lower city.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendation for your approval:

- (a) (i) That a cheque be issued in the amount of \$700 to the Hamilton and District Home Builders' Association for awards to students of the Board of Education for the City of Hamilton: and
- (ii) That a cheque be issued in the amount of \$700 to the Board of Education for the City of Hamilton for awards to students in subject areas related to construction in accordance with Board approval.

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.

*jep

A.M. Cunningham Home & School Association



Planning for the 90's

May 2, 1988

A.M. Cunningham School

Accommodation Brief
to the Operations Management Committee
May 10, 1988

PROBLEM:

The physical layout of A.M. Cunningham does not allow for the accommodation of the present student population. Programs as set out by the Hamilton Board cannot be fully implemented with the projected class sizes in the English and French Immersion areas. The student enrollment projections published by the Board do not appear to be realistic with the high turn over of housing sales within the Cunningham area. (ADDENDUM I) This area is primarily single family dwellings with an aging population. The majority of resales appear to be to younger couples with preschool and school aged children. According to the Real Estate professionals, the French Immersion at A.M.C. is a major selling point of this neighbourhood.

The increasing enrollment demands for the JK Program show the inaccuracies in the present projections numbers. The 1988-89 application requests for 53 new JK students had to be reduced to the 40 available spaces. Ten of the rejected families plan to enroll their children in the SK French Immersion Program. (ADDENDUM VII)

This accommodation problem is further aggravated by the goal set by the Minister of Education in his commitment to decrease the student/teacher ratio for the grade 1 and 2 levels to 20:1 by 1990.

BACKGROUND:

A.M. Cunningham was designed and built in the late 1920's. It met the needs of the students and the community by supplying adequate educational facilities of the day. Although educational philosophy and policy have evolved to meet the needs of modern society, this facility remains in the pre World War II era. (ADDENDUM VI)

Investigation and analysis of the facility quickly shows that the school does not accommodate the specialized needs of today's educational programs and the people who administer them. The lack of a proper facility compromises both staff and students in several areas which impacts negatively on the quality of education.

The school currently offers an English and French Immersion Program with a total student population of 383 students housed in its functioning classrooms. The basic need for accessibility for the several handicapped children is not being met. There are no proper washroom and sick room facilities.

The Board of Education has to address the problem of retrofitting existing schools to meet current standards. When overcrowding occurs in a community school, money should be made available for expansion or improvements regardless of whether that school is in an established area or a new survey.

ALTERNATIVES:

1. Increase student/teacher ratio.

- not possible with present classroom dimensions
- not permanent solution
- does not satisfy Minister of Education commitment of 20:1 ratio by 1990 (ADDENDUM IV)
- cannot supply needs of students on special programs
- does not address inadequate health concerns, lavatories, washing facilities, unsanitary nurses area
- increased violations of the Fire Department and Health Department regulations
- least cost option

2. Install additional portables.

- solves building overcrowding
- does not solve health concerns
- does not recognize that increasing student population requirements are long term
- less costly than permanent addition

3. Construct permanent addition

- recognizes permanent need for additional classroom and staff space
- solves Health Department requirements for proper sanitary conditions (regardless of number of children enrolled)
- solves overcrowding condition
- allows compliance with future student/teacher ratio requirements
- programs can be established to handle special needs of individual students
- better accommodation of handicapped students
- highest cost option

4. Relocate JK and SK students to Delta High School

- physical separation of students from home school
- requirement to walk 1-1/2 blocks between schools during inclement weather
- some SK students arrive at school unsupervised
- present unmarked crosswalk not controlled by traffic signs, serious safety concern
- short term solution; only resolves some of space problems
- mixing young children with high school students is not desirable to most parents
- physical separation from older elementary siblings
- less costly than permanent addition

CONCLUSION:

The overcrowding condition at A.M. Cunningham has to be resolved for the 1989-90 school year. The move of the kindergarten children for the 1988-89 school year to Delta High School is a reasonable compromise for one year only.

RECOMMENDATION:

Construct a two storey permanent addition to the south side of the school. This addition is to include:

First Floor:

- two 25' x 40' classrooms
- one staff room
- two adult washrooms

Second Floor:

- two 25' x 40' classrooms
- one - combined girls and boys handwashing facility to accommodate the lunch program
- one storage room

ADDENDUMS

ADDENDUM I - pg. 1

Hamilton Board of Education
Accommodation Report
1987 - 1988

pg. 2

A.M. CUNNINGHAM
HOME AND SCHOOL COUNCIL
ENROLLMENT PROJECTIONS
TABLE 1

pg. 3

NEIGHBOURHOOD QUESTIONNAIRE

pg. 4&5

ENROLLMENT PROJECTIONS

ADDENDUM II - pg. 1

NEIGHBOURHOOD DEVELOPMENT

pg. 2

REAL ESTATE SALES SUMMARY
1984 to MARCH 1988

ADDENDUM III -pg.1

SUMMARY OF ALTERNATIVES
PARENTS' CONCERNS

pg.2&3

QUESTIONNAIRE

ADDENDUM IV -pg.1,2&3

MINISTRY OF EDUCATION
ANNOUNCEMENT ON PUPIL/TEACHER RATIO
REDUCTION BY 1990

ADDENDUM V - pg.1,2,3,&4

ROOM UTILIZATION

ADDENDUM VI - pg. 1&2

CREATING AN EFFECTIVE SCHOOL ENVIRONMENT

ADDENDUM VII - pg. 1

FRENCH IMMERSION ENROLLMENT
WITHIN NATURAL SCHOOL BOUNDARIES

ADDENDUM VIII - pg.1&2

LETTER TO BOARD MEMBERS

ADDENDUMS (CONTINUED)

ADDENDUM IX - pg.

HEALTH DEPARTMENT REPORT

ADDENDUM X

PHOTOS

ADDENDUM XI

FLOOR PLANS

The following renovations are the top priority for Area Two in the near future:

AREA 2 PROPOSED RENOVATION PROGRAM

(Includes Description in section on Proposed Projects - Building)

		Cost Estimate 1987	Adjusted Cost Estimate*
1988	Enriched Robert Land	100,000 250,000	420,000 500,000

NOTE: * Cost estimate adjusted for 4% inflation (compounded)

Recommendation

That the proposed renovation program of Enriched & Robert Land be approved as an estimated total of one million dollars be approved for 1988.

AREA 2 HAMILTON BOARD OF EDUCATION
ACCOMODATION REPORT
1987-88

PAGE 18

Elementary School Forecast: AREA 2

Data for September 30 of Each Year

School	H.B. of Ed. Capacity	H.B.E. Capacity Sp.Ed.Adj.	Special Ed.		School Enrolment Sept. 87	Enrolment % of Adj Capacity	Enrolment Forecasts			
			TR	Total Rooms			1988	1989	1990	1991
A.M. Cunningham	340	340		0	377	111	379	379	355	342
Adelaide Hoodless	652	594		3	469	79	481	509	528	555
Fairfield	284	241		2	268	111	291	300	314	330
Gibson	452	397		3	308	78	320	316	343	369
King George	484	426		3	268	63	265	262	252	265
Lloyd George	476	439		2	173	39	164	161	157	147
Memorial	708	686		1	626	91	646	658	693	703
Prince of Wales	788	730		3	523	72	533	567	585	590
Queen Mary	872	805		4	568	71	557	536	529	527
Robert Land	516	479		2	296	62	301	289	287	281
Sanford Avenue	576	546		2	330	60	342	351	368	394
W.H. Ballard	960	899		5	672	75	658	649	637	624
TOTALS	7108	6682	0	30	4878	74	4937	4877	5048	5127

The following renovations are the top priority for Area Two in the near future:

AREA 2 PROPOSED RENOVATION PROGRAM

(Detailed Description in section on Proposed Projects - Buildings)

	Cost Estimate 1987	Adjusted Cost Estimate*
1988 Fairfield	400,000	420,000
Robert Land	560,000	580,000

NOTE: * Cost estimates adjusted for 4% inflation (compounded)

Recommendation

That the proposed renovation program at Fairfield and Robert Land schools at an estimated cost of one million dollars, be approved for 1988.

**A.M. CUNNINGHAM
HOME AND SCHOOL COUNCIL
ENROLLMENT PROJECTIONS**

TABLE I

	JK	SK	1	2	3	4	5	TOTALS	TOTAL SCHOOL ENROLLMENT	H.B. OF ED. CAPACITY - %
French Immersion 1988-89 English TOTAL	40	25 30 55	25 28 53	27 22 49	36 28 64	42 33 75	19 24 43	174 205 379	379	112.1
French Immersion 1989-90 English TOTAL	40	25 30 55	25 30 55	25 28 53	27 22 49	36 28 64	42 33 75	180 211 391	391	115.0
French Immersion 1990-91 English TOTAL	40	25 30 55	25 30 55	25 30 55	25 28 53	27 22 49	36 28 64	163 208 371	371	109.1
French Immersion 1991-92 English TOTAL	40	25 30 55	25 30 55	25 30 55	25 30 55	25 28 53	27 22 49	152 210 362	362	106.0
French Immersion 1992-93 English TOTAL	40	25 30 55	25 30 55	25 30 55	25 30 55	25 30 55	25 28 53	150 218 368	368	108.0

* Projections are conservative. The Neighbourhood Survey indicates enrollment could be higher.

PLANNING FOR THE 90'S A.M.CUNNINGHAM SCHOOL

ADDENDUM I -pg. 3

We are doing a survey on behalf of A.M.Cunningham Home & School Assoc. to establish future enrollment figures. Would you assist us and answer a few brief questions?

ADDRESS _____

1. Are there any children living in this household? YES ☒ NO ☐

2. Do your children attend a Public School or a separate school? PUBLIC ☐ SEPARATE ☐

3. Are there any children living in this household who have not yet attended school?

YES ☐ NO ☐ HOW MANY ☐ AGES #1 ☐ #2 ☐ #3 ☐

4. What school preference would you select?

A.M.CUNNINGHAM ☐ ENGLISH ☐ FRENCH IMMERSION ☐ OTHER ☐

5. How long have you lived at this address

0-3 yrs ☐ 4-6 yrs ☐ 7-10 yrs ☐ 10+ yrs ☐

THANK YOU !!!

Enrollment Projections

The Board of Education projects a stabilized enrollment for 1989-90, after which, the projection is for a decline to set in. With a capacity of 340 students, and a projected enrollment of 342 in 1991-92, it would seem that if space for an increasing number of students were the sole or major concern, that A.M. Cunningham would have stabilized with a near 100% utilization of capacity, so that the current overcrowding at 115% could be taken as a temporary problem that calls for temporary solutions. Even if the school population were to stabilize at close to capacity, program needs would require the addition of permanent space. There is reason to expect that student enrollment will continue to increase over the next few years, and that if student numbers do stabilize, that they will do so at a level quite close to the present extent of overcapacity.

If the JK enrollment stabilizes at 40 (this Spring there was a demand for 53 spaces of which 43 were from families within the neighbourhood boundaries of the school) and if 30 of these students go onto English SK and 10 onto French SK, to be joined by 15 other applicants for French SK from outside the neighbourhood, which was the case this past year, then those numbers projected to 1991-92 (taking into account the slightly larger number of students admitted before French was capped at 25, and who will at that time be in grades 3 through 5), show a school enrollment of 362. This is a 106% capacity figure, considerably higher than the 342 students in the most recent Board projections. (ADDENDUM I pg.1)

It is our understanding that the Board accommodation projections are based on Ministry of Revenue data, which comes from election polls, and which may not be sensitive to changes in family structure of households (where there is a turnover in home ownership) between polls. Municipal enumeration is being conducted in May 1988, for the bi-annual election this November. We believe that there has been a great deal of turnover in the neighbourhood. The parents at A.M. Cunningham did a volunteer survey of the homes in the area, asking at each home whether there were any preschool children, and whether the parents were planning to send them to the English or French programs at A.M. Cunningham. (ADDENDUM I -pg.3)

The school boundaries for Cunningham school includes 69 blocks, of which 9 have only a fraction of the total block included in the area. Of the total blocks, parents surveyed 38, (55%) and of the 31 blocks not surveyed, there are 6 blocks which are only in part in the school boundaries. That is, 35 of the 60 full blocks were surveyed. There were 1,078 households on the 38 surveyed blocks, of which a response was obtained from 963, or 89%. Each household was asked if there were children living at the household, whether they were separate or public school supporters, and whether there were preschool children, and their ages.

Excluding separate school supporters, the following numbers of preschool children, by age, were found:

	Actual Response	Projected in Age Category Based on 55% Response
Under One Year	33	60
One to Two Years	39	71
Two to Three Years	25	45
Three to Four Years	28	51

The right hand column is the projected figures, based on a 55% actual return rate. However, assuming that the blocks missed in the survey are less likely to have preschool children (in that they are smaller blocks, and those further from the school) and taking a conservative estimate that we have closer to two-thirds sampling rate, then the following projections emerge for each year, (not taking into account further change in the neighbourhood, where in fact we have reason to expect that housing turnover is leading to a larger number of preschool children):

Under One Year	50
One to Two Years	59
Two to Three Years	38
Three to Four Years	42

Thus, the housing survey suggests that JK enrollment will be at 40 for years 1989-90 and 1990-91, and could go considerably above this figure in 1991-92 and 1992-93, which of course is as far as it is reasonable to project.

ADDENDUM II

Neighbourhood Development

A.M. Cunningham School serves a neighbourhood of single family residences, in which most of the homes are not of the size or shape that lend themselves to the duplexing or triplexing (legal or illegal) that has occurred in adjacent neighbourhoods. There are few multiple family apartment blocks, and no land left for development that would change the residential character of the area. What change there is, is mainly a matter of turnover, one family leaving and selling out to another. Given the time in which many of the homes in the area were built, the pre war period through to the sixties, we suspect that the turnover involves many elderly people moving out, and mainly younger families moving in. Sale prices of the houses are lower than prices in some of the newly developing surveys (the bulk of sales this year ranging in price between \$100,000.00 and \$120,000.00). The following is a breakdown of sales over the recent past (the time span for children to come of school age):

<u>Year</u>	1984	1985-86	1987	1988 (Jan to Mar)
<u>Sales</u>	185	342	153	45

There are currently 65 homes listed with MLS (excluding private and exclusive sales).

The neighbourhood has been and remains homogeneous, which means that the residents are likely to have closer neighbourhood ties than might be the case elsewhere. This explains the importance parents assign to their neighbourhood school, and why people want to live in the area. The children in both the French and the English programs play and learn together with few problems, and we want to make sure that this sort of learning environment is preserved.

SALES FOR YEARS 1984 - 1988

<u>STREET NAME</u>	<u>1984 (12 Mos.)</u>	<u>1985 - 1986 (24 Mos.)</u>	<u>1987 - 1988 (15 Mos.)</u>
Ottawa St. S.(east)	7	28	12
London St. S.	10	26	12
Edgemont St. S.	25		9
Maple	7	3	4
Central	0	5	4
Monterey	0	1	0
Park Row	7	21	9
Province	15	37	13
Graham	13	26	13
Wexford	6	24	11
Houghton	12	11	9
Huxley	18	20	13
Tuxedo	6	15	10
Keswick Crt.	3	3	1
Kenilworth	12	24	6
Crosthwaite	12	24	6
Garside	7	10	4
Cameron	1	12	2
Barons	12	20	4
Tragina	12	32	11
TOTALS	185	342	153

ADDENDUM III

When the larger than expected JK enrollment figures became available to the school, the parents of children in the school were surveyed to see which of four alternative solutions they thought best. The alternatives for considerations were (see attached copy of questionnaire):

- a) a permanent addition
- b) classes with larger enrollments
- c) portables
- d) classes held in Delta Secondary School

With 383 students in the school taking questionnaires home to their parents, we had a return of 229 or 60%, which is remarkably high. Of this number returning, 189 (82%) wanted a permanent addition, and many of them said that it was the only acceptable solution. Fourteen percent (28 responses) preferred one of the other three options, and 4% (12 people) either did not care or spoiled their questionnaire.

Some sample comments regarding a permanent addition follow:

"the only solution", "an essential step", "this would be the best solution if forecasts show that the space will probably be required for many years", "this is the most logical solution", "since this area is becoming extremely popular for young families, we believe as addition to the school, while costly, would probably be necessary sooner or later", "definitely better for the students, the teachers and the neighbourhood", "the best option in the long run, It meets with the increasing population, is nicer looking in the area, more convenient for the school, teachers, and the children and cleaning staff. More cost effective".

A. M. CUNNINGHAM PUBLIC SCHOOL



100 WEXFORD AVE. SOUTH
HAMILTON, ONTARIO
L8K 2N8
TELEPHONE: (416) 544-7771

April 14, 1988

Dear Parents:

Throughout the province, every school board is attempting to make 100% use of all teaching space in every building. This is a very difficult task since many factors affect the needs of each individual school. I am proud of what the Hamilton Board of Education has almost achieved at A.M. Cunningham School. Our present needs require more space. The 1987-88 Accommodation Report compiled by the Board states that we are presently filled to the **110% LEVEL.**

In September 1988 more space will be required to meet the needs of our students. In order to be able to provide an effective learning environment, changes need to be made. It's possible with some changes we could reach 100% capacity and have an ideal environment with some fine tuning.

It would be nice to have a permanent addition that met our physical needs as of September 1988, but this may not be possible or the best alternative at this time.

However more class space may be needed as of September 1988. In order to help us come up with the best possible solution, I need to know what your concerns would be if

- (a) a permanent addition were added.
- (b) your child had classes with larger enrolments
- (c) Your child had classes in portables
- (d) your child had classes at Delta Secondary School

PLEASE RETURN AS SOON AS POSSIBLE SO THAT THESE CONCERNS CAN BE CONSIDERED PRIOR TO MAKING DECISIONS.

Chas. Boecker

PRINCIPAL

-2-

It's important that I know all the Parents have received this information. Please make comments on the form below and sign. This is to be returned by Monday April 18, 1988 to the classroom teacher.

(a) a permanent addition were added.

(b) your child had classes with larger enrolments (Grades 1 - 5)

(c) your child had classes in portables (Grade 1 - 5)

(d) your child had classes at Delta Secondary School (any level)

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

News release

Communication Services Branch, Mowat Block, 14th floor
 Queen's Park, Toronto, Ontario M7A 1L2

Communiqué

Direction des communications, Edifice Mowat, 14^e étage
 Queen's Park, Toronto (Ontario) M7A 1L2

Education Minister Chris Ward today provided further details on the implementation of four education initiatives established last November in the Speech from the Throne.

The first involves the reduction of class sizes in grades one and two to a pupil-teacher ratio of 20 to one.

The number of children in primary classes is one of the most-discussed questions among educators and parents.

"This government shares their belief that smaller class size enhances the quality of education in the early years of schooling," said Mr. Ward.

"Smaller classes benefit teachers, pupils and parents. They provide teachers more opportunity to interact with and give individual attention to children."

Currently, the average class size at Ontario school boards reaches 28.2 pupils per teacher, in grades one and two.

"It is our aim to provide funding over the next three years to ensure that the average class size for these grades is reduced to 20 pupils per teacher by September, 1990," said Mr. Ward.

"Last fall, I announced funding of \$22.6 million for the period between September, 1988, and December, 1988, as the first instalment of a three-year program designed to meet that goal.

"A proportionate amount for the remainder of the 1988-89 school year will be reflected in the 1989 general legislative grants.

"Our goal is to reduce class sizes to an average of 24.6 pupils per teacher in September, 1988, to an average of 22 pupils per teacher in September, 1989, and to an average of 20 pupils per teacher in September, 1990.

"My ministry will provide school boards with the funding to achieve these objectives through a formula that is fair and flexible. It will not penalize boards which have acted on their own prior to this initiative to reduce class sizes."

If a board's current class size average is at or below the provincial targets, the funds provided will compensate for past contributions made by boards and taxpayers, and will enable money to be spent elsewhere in the elementary grades.

Boards who, because of exceptional circumstances, may have difficulty reaching the 20 to one target by 1990, will not be shut out of the program. The government will continue to provide funds after the 1990-91 school year to boards who continue to seek to reduce their pupil-teacher ratio to the target.

Once achieved by the province's school boards, the 20 to one ratio will be sustained by continuing provincial funding.

The second major initiative will help place into the hands of students newer and higher quality textbooks.

"An amount of \$6.8 million has been earmarked by my ministry for textbooks that are purchased for Ontario Academic Courses, or courses leading to the Secondary School Honours Graduation Diploma," Mr. Ward said.

"This is a special start-up grant available only in 1988. It reflects the requirement that, commencing in September, school boards will have to provide textbooks to all pupils, including those enrolled in OACs or in courses leading to the honours diploma.

"School board expenditures of up to \$15 per secondary school pupil will be covered by this grant.

"In addition, an amount of \$10 million will be made available in 1988 for the purchase of other textbooks, the first allotment in a commitment spread over three years. Expenditures for this purpose in excess of \$22 per pupil will be covered by this grant, to a maximum of eight dollars per pupil. This grant will be available at both the elementary and secondary levels"

The third initiative involves learning materials: the maps, storybooks, posters, reference works, puzzles, construction materials and measuring devices from which children also draw information.

Six million dollars will be distributed to school boards in 1988 for the purchase of these learning materials for the primary and junior divisions. This amount represents the first instalment of a three-year commitment.

Finally, the ministry will equip school boards with learning materials and in-service funding to implement the new science guideline for the intermediate division.

"Ontario's revised intermediate science curriculum cannot be effectively implemented unless schools have the necessary materials, laboratory facilities -- and trained teachers," said Mr. Ward.

"Thirteen million dollars will be provided over a three-year period to support this process of implementation, with \$3 million, or approximately six dollars per grade seven and ten pupil, provided in 1988."

School boards will use these funds to buy science teaching aids and facilities, laboratory equipment and supplies, and learning materials other than textbooks.

"Most importantly, the funds will be used to provide professional development for science teachers," Mr. Ward said. "I believe this in-service and professional training should be the top priority in applying these funds.

"My ministry is asking school boards to submit three-year plans for the implementation of this initiative."

The government has also provided an additional \$10.4 million to school boards for the purchase of computer hardware and \$3 million for the purchase of ready-made computer software. These allocations are also the first instalments of a three-year plan.

"Each of these steps is a vital element in this government's agenda to equip our schools to provide our children with education of the highest quality, paralleled in no other jurisdiction," said Mr. Ward.

- 30 -

Reference: John Gillies
Communications Service Branch
965-1130

April 5, 1988

ADDENDUM V

Room Utilization

Room requirements within A. M. Cunningham:

- 1 Junior Kindergarten
- 1 English Senior Kindergarten
- 1 French Senior Kindergarten
- 6 English Grades 1 - 5
- 6 French Grades 1 - 5
- 1 Core English to French Immersion
- 1 Library
- 1 Music Room
- 1 Staff Room

The total required is 19 rooms, presently only 15 rooms are available. Therefore, 4 additional classrooms need to be added.

The following is an account of the problems with present room utilization:

Split Classes:

In both the French Immersion and English stream, there are split classes at Cunningham. The Core French teacher has no classroom of her own which means that when she goes into a split 4/5 class to teach one of the levels, the other level of students must leave the room. These students go wherever they can find space, usually the library or the music room. They have, on occasion, had to change rooms two or three times during the time period of the French class. When children change location to go to vacant areas, valuable time which could be spent on meaningful tasks, is wasted.

The Core English Teacher shares a room with the Learning Resource Teacher which means that she does not have the use of the room long enough to give the Grade Five French Immersion students the full 75 minutes a day of English instruction to which they are entitled. It is very difficult for the Learning Resource Teacher to work with a small group of gifted or remedial students while another class is in progress in the same room. Obviously, the shared classroom is detrimental to the students as well.

Testing:

In A.M. Cunningham, there is no specific space available for support staff from the Board to conduct individual testing. Consequently, most testing is done in a supply room which is also being used as the nurse's room. When testing is taking place, teachers cannot gain access to the supplies. Tests are also conducted in the Principal's office but sound carries from the P.A. system, and from the classroom next door, and the telephone cannot be disconnected.

There is no room available for other consultants from the Board, the Speech Pathologist, counsellors from Adjustment Services, etc. A real problem occurs when more than one support staff requires the room at the same time.

Kindergarten Rooms:

Our Kindergarten Room has been split to accommodate two Junior Kindergarten classes and a Senior Kindergarten French Immersion class leaving each class with a space measuring 25' x 25'. If the Board of Education is truly committed to an Activity Based Learning Approach, adequate space for these programs must be provided. Without this, the quality of education clearly suffers.

Nurse's Room:

There is no proper nurse's room in the school. What there is, is a cot in a room measuring approximately 20' x 8'. First Aid supplies are kept on an open tray and unless someone is free to sit with a sick child, the child is both physically and visually isolated from supervision and other adults in the building. This space also houses the art supplies used by the teachers, the paper-cutter, a refrigerator, the lost and found, the Xerox machine, and a desk used by the two Itinerant Physical Education Teachers and the Core French Teacher. The room is frequently inaccessible for long periods of time as it is used for the Board of Education Testing. Because of its overuse, the room is not sanitary.

Handicapped Children:

We are in full support of Bill 82 and there are several handicapped children at A.M. Cunningham. This group includes children with Cerebral Palsy, Spina Bifida and a child who is totally blind. It is much safer to have these children on the first floor and they require proper washroom and nursing facilities. It is particularly important for these children that the solution to the overcrowding at this school not be found in raising the pupil/teacher ratio.

Music Room:

The room currently being used for music is a supply room which also houses audio visual equipment. The children sit on a carpet during music classes as there is not enough space for desks. The use of instruments and equipment for musical education do not permit mobility on the part of the music teacher, therefore the students must travel to her.

Supplies:

Supplies in A.M. Cunningham are scattered throughout the building; in the nurse's room, the music room, and some washrooms. Because these rooms are in almost constant use, it is difficult for teachers to gather materials during school hours. It has been noted that on some occasions, supplies have been left in hallways until adequate space has been found. The Fire Department has informed us that this is not acceptable. The actual supply room designed for the school measures 10' x 4-1/2'.

Volunteers:

There is an active volunteer program at A.M. Cunningham which could be increased to involve more parents and members of the community if physical space were available. Parents help with Reading and English Composition, but have no space in which to give the children the individual or small group attention that they need. These programs are carried out in the classrooms or the library where other activities cause distraction.

Extra Activities:

The First Base Program provides a much needed service at Cunningham but it also means that the gym is inaccessible before and after school. Stringed instrument and piano lessons are valuable but put increased pressure on school space.

Staff Room:

The room currently being used as a staff room is inadequate, accommodating twelve chairs for a staff of twenty-five. This room is also used by nine lunch room supervisors, support staff and the volunteers. A.M. Cunningham parents have organized a "Safe Arrival Program" and the parents of absent children are telephoned, from this room, twice daily. Due to the size of the room, 22' x 10', there can be no privacy offered teachers for preparation or release time. Over 90% of our students stay at school during the lunch hour. Classrooms that are used daily as lunchrooms limit the locations where teachers can plan lessons, meet, eat, or mark student's work.

The washroom facilities for staff and adults in the school consist of an unventilated closet with a toilet only. Washing must take place at a sink in the staff room where people prepare food and wash utensils.

The Library:

The community, through fund-raising, has purchased computers for use in the school. Space in the library is being used as a temporary computer lab in order to teach computer skills. The library (already crowded because A.M. Cunningham is a dual track school) has also become a classroom, an interview and a conference room, thus distracting the students trying to use the library in the way it is meant to be used.

We do not wish to forfeit the opportunity to establish a computer lab in the school in September 1989 due to lack of space. We would like to have a computer literacy program for our children and to see a Creative Writing Room set up which would be staffed by volunteers.

When special events occur, activities are interrupted by small groups of children who are looking for a working space rather than completing assigned tasks.

Parental Involvement in Student Learning

Although the community has much potential for providing volunteer assistance within the school, the lack of working space greatly limits the utilization of this resource. There is a need for a room where volunteers can be actively involved when they are not working directly within the classroom setting.

ADDENDUM VI

Creating an Effective School Environment

Effective school research has shown that several environmental factors directly affect how successful a school will be in providing the best learning situation for children. Upgrading of the facilities at A.M. Cunningham School will create a better learning environment for the students. The main area of concern is the lack of proper space, which is causing problems.

An Orderly School Climate ¹

Since several rooms are being used for more than one purpose or by more than one group, there appears to be a continual state of reorganization as groups or equipment must be moved to prepare for the next activity to occur.

Few Classroom Interruptions

This is directly related to the lack of usable space. Again, students are interrupted during learning experience when they must move to other locations. Often students doing activities, not related to library skills, are working in the library because that is the only available space where they can work. This directly causes a distraction for students doing assigned tasks as more than one teacher is teaching a lesson at the same time in their presence. The only location for our computer word processing lab is the library which creates a distraction for the large number of student going in and out of the library as they come for activity based library assignments provided by the classroom teacher and librarian.

Often when special events occur, activities are interrupted so that groups of children waste time looking for a working place rather than completing assigned tasks.

Parental Involvement in Student Learning

Although the community has much potential for providing volunteer assistance within the school, the lack of working space greatly limits the utilization of this resource. There is a need for a room where volunteers can be actively involved when they are not working directly within the classroom setting.

Adequate Storage Facilities

Many resources, although essential, are not used all the time and therefore need to be stored in a central area that is accessible to all teachers without disruptions to learning activities that occur. Since this space does not exist, a lot of equipment is spread about the school in classrooms and interruptions occur as these supplies are needed.

Community Relations

Often conferences with parents have to take place in limited storage areas, because office space is being used for other purposes. This does not create a pleasant surrounding or give people with concerns a feeling that their presence is important or meaningful. It is not reassuring to parents with beginning school age children to be interviewed in a crowded supply cupboard because that is the only space available. Often office space is being used for testing or teaching so that community members with concerns, lack private conference areas to express their feelings about factors relating to them and the school setting.

Well Kept School Plant

Since there is not adequate storage areas for equipment and supplies, these things are moved out of areas for short time periods and then moved back as the needs change. This creates an environment that appears to lack structure and continuity. The building appears to be untidy as supplies are continually being shuffled to provide working spaces. As other supplies arrive in the building, there is a time lag between the time they arrive and are sorted in order to limit the number of disturbances that are occurring in teaching areas. As a result, the school often has a warehouse look.

With increased space, all of the above concerns could be eliminated and a productive, warm, inviting school environment would be created in which more effective educational activities could be occurring.

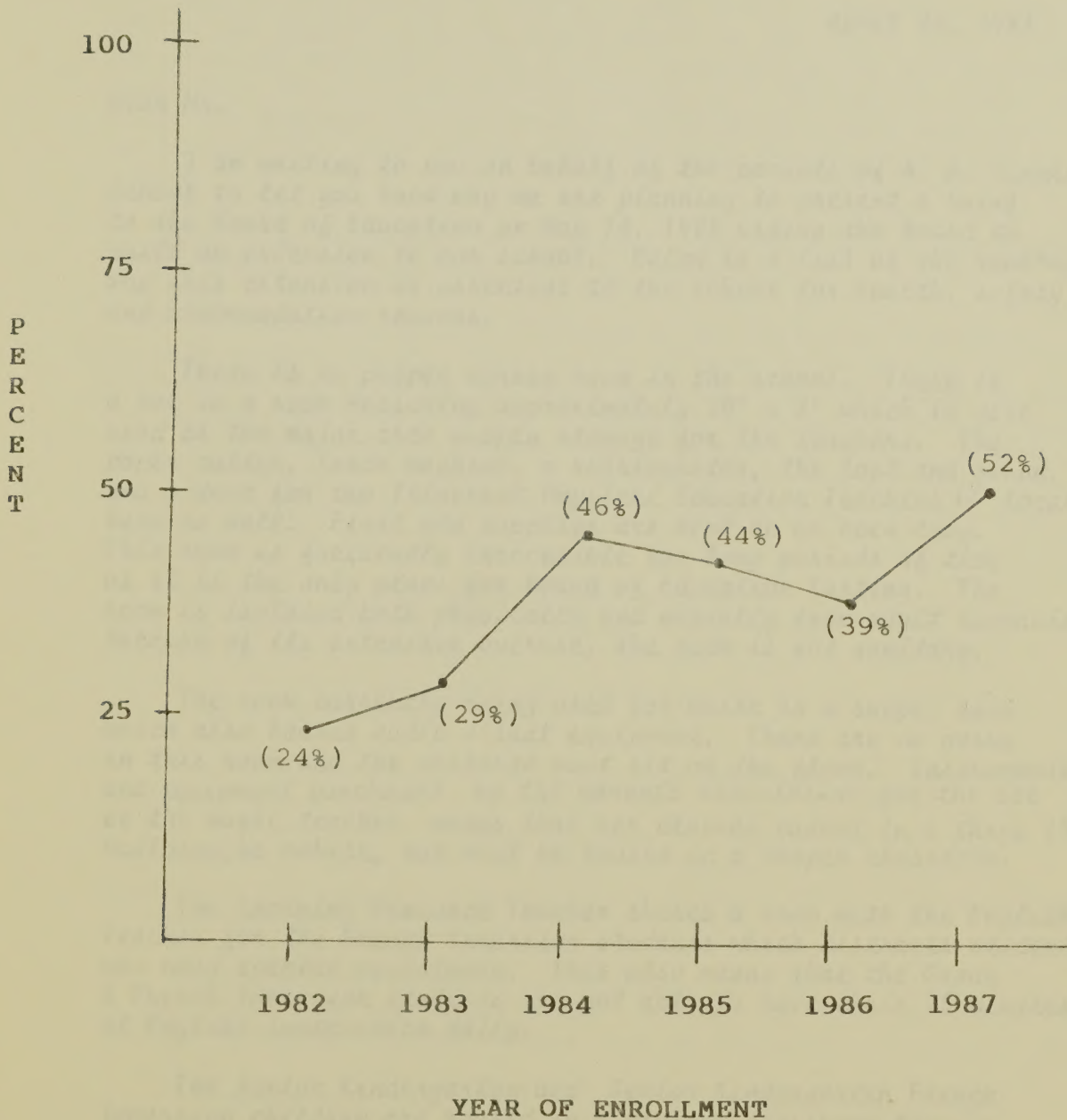
1 Heading Source

"Effective Schools Research: A Guide to School Improvement"

by Glen E. Robinson

Educational Research Survey February 1985

FRENCH IMMERSION STUDENTS
LIVING WITHIN
A.M. CUNNINGHAM'S NATURAL BOUNDARIES



This data shows that the French Immersion Program is an influence drawing families into the neighbourhood.

A.M. CUNNINGHAM
HOME AND SCHOOL ASSOCIATION
100 Wexford Ave. So.
HAMILTON, Ontario
L8K 2N8

April 26, 1988

Dear Mr.

I am writing to you on behalf of the parents of A. M. Cunningham School to let you know why we are planning to present a brief to the Board of Education on May 10, 1988 urging the Board to build an extension to our school. Below is a list of the reasons why this extension is essential to the school for health, safety and accommodation reasons.

There is no proper nurses room in the school. There is a cot in a room measuring approximately 20' x 8' which is also used as the major arts supply storage for the teachers. The paper cutter, Xerox machine, a refrigerator, the lost and found, and a desk for two Itinerant Physical Education Teachers is located here as well. First aid supplies are kept on an open tray. This room is frequently inaccessible for long periods of time as it is the only place for Board of Education Testing. The room is isolated both physically and visually from adult supervision. Because of its extensive overuse, the room is not sanitary.

The room currently being used for music is a supply room which also houses audio visual equipment. There are no desks in this room and the children must sit on the floor. Instruments and equipment purchased by the parents association for the use of the music teacher means that her classes cannot, in a three (3) storey building, be mobile, but must be housed in a proper classroom.

The Learning Resource Teacher shares a room with the English Teacher for the French Immersion students which distracts students who need special assistance. This also means that the Grade 5 French Immersion students are not able to have their 75 minutes of English instruction daily.

The Junior Kindergarten and Senior Kindergarten French Immersion children are housed in a divided classroom leaving each class with a space of 25' x 25'. If the Board of Education is truly committed to an Activity Based Learning Approach, adequate space for these programs must be provided at A.M. Cunningham. Without this, the quality of Education clearly suffers.

-2-

Due to the lunchroom policy of the Board of Education, over 90% of our students stay at the school over the lunch hour. The children must wash their hands before eating and the washroom facilities are not adequate. There are no mixer faucets, the sinks are too high for the younger children and often soap is not available. There are no adult or staff washrooms in the school.

The fire department has issued a directive that no equipment be stored or used by students in the hallways.

The community through fundraising has purchased computers for use in the school. Space in the library is being used as a temporary computer lab in order to teach proper computer skills. The library has also become a classroom, an interview and conference room thus distracting students trying to use the library in the way it is meant to be used. A. M. Cunningham does not wish to forfeit the opportunity to establish a computer lab in September 1989 due to the lack of space.

There are several handicapped children at A.M. Cunningham. This includes children with Cerebral Palsy, Spina Bifida, and a child who is totally blind. It is much safer to have these children on the first floor and they require proper washroom and nursing facilities.

The room currently being used as a staffroom is inadequate. It accommodates twelve (12) chairs for a staff of twenty-five (25). This room is also used by nine (9) lunchroom supervisors, support staff, and an active volunteer group. This gives the teachers no privacy for preparation or release time. The dimensions of this room are 22' x 10'.

We are concerned about our children getting the quality of education they are entitled to. In order to meet the needs at A.M. Cunningham School an addition to the school is essential.

I request you to contact me at your earliest convenience in order to set up a time to tour our school to verify our concerns. I appreciate your concern and attention to this matter.

Yours truly,

Carolyn Berti

Carolyn Berti
President of
A. M. Cunningham
Home and School
547-9305 or 522-4266

cc: Mr. Krever
Mr. Forrester
Mr. Orlando
Mr. Urie
Mr. Kelly

Mr. Mulholland
Mr. Allen
Mrs. R. Van Horne
Ms S. Bell

Miss Cunningham
Rev. Rodgers
Mr. C. Boecker

PUBLIC HEALTH
INSPECTION REPORT

10/3 pp.

Ontario
HEALTH AUTHORITY
Hamilton - Wentworth

BUSINESS NAME
HAMILTON - WENTWORTH SCHOOL

OWNER / OPERATOR
B of Ed. Hamilton

ADDRESS - BUSINESS
100 WEXFORD S.

BUSINESS TYPE
SCHOOL - COLLEGE

REQUIREMENTS--
☐ ENTER 'X' IF ALL CONDITIONS SATISFACTORY

AREA
008

ESTAB
72260

UNIT
00

AREA
008

TEL. NUMBER
00

OTHER INFORMATION ON FILE
☐

Att: Mrs. Caroline Beck

Recent reinspection Apr. 28, 88.
by Mike Brady, Health Inspector.

① Health room location mixed with photocopy, paper cutting equipment etc. ~~there~~ is potentially hazardous if constant supervision is lacking while a child is present.

② The kitchen facility off of the gym lacks any form of ventilation to outside atmosphere for venting smoke etc from stove while in use.

④ Existing handwash basins for children meet the minimum requirement based on a student population of 323, while toilet and urinal numbers

May 2, 88
Inspector's Signature
Mike Brady
Owner / Operator Signature
Mike Brady

PUBLIC HEALTH
INSPECTION REPORT

2 of 3 pp.

Ontario
HEALTH AUTHORITY
Hamilton - Wentworth

BUSINESS NAME
HAMILTON - WENTWORTH SCHOOL

OWNER / OPERATOR
B of Ed. Hamilton

ADDRESS - BUS
100 WEXFORD S.

BUSINESS TYPE
SCHOOL

REQUIREMENTS--
☐ ENTER 'X' IF ALL CONDITIONS SATISFACTORY

AREA
008

ESTAB
72260

UNIT
00

AREA
008

TEL. NUMBER
00

OTHER INFORMATION ON FILE
☐



THE REGIONAL MUNICIPALITY
OF HAMILTON-WENTWORTH

Mike Brady, C.S.D. 4/11/88

PUBLIC HEALTH INSPECTOR
HAMILTON-WENTWORTH DEPARTMENT OF HEALTH SERVICES

25 MAIN STREET WEST
HAMILTON, ONTARIO L8P 1H1

521-4812

are above the requirement

⑤ Facilities for the disabled, where the need is demonstrated shall be provided in accordance with the current Ontario Building Code

⑥ The hot water temperature at a handbasin measured 130°F which is 20°F above the maximum of 110°F.

Any future replacement sinks shall be of the type with a mixing faucet

⑦ The practice of designing a toilet fixture in children's washrooms for teachers is permeable

May 2, 88
Inspector's Signature
Mike Brady
Owner / Operator Signature
Mike Brady

PUBLIC HEALTH
INSPECTION REPORT

3 of 3 pp.

Ontario
HEALTH AUTHORITY
Hamilton - Wentworth

BUSINESS NAME
HAMILTON - WENTWORTH SCHOOL

OWNER / OPERATOR
B of Ed. Hamilton

ADDRESS - BUSINESS
100 WEXFORD S.

BUSINESS TYPE
SCHOOL - COLLEGE

REQUIREMENTS--
☐ ENTER 'X' IF ALL CONDITIONS SATISFACTORY

AREA
008

ESTAB
72260

UNIT
00

AREA
008

TEL. NUMBER
00

OTHER INFORMATION ON FILE
☐

If however the toilet stall is kept locked with a "high bolt" then this toilet fixture must be in addition to the minimum number of toilets required for the children.

⑧ At this time, I do not have the specific requirements for washroom fixtures for teachers; however, sanitary facilities for administrative staff, custodial staff must comply with the Occupational Health and Safety Act. The teacher room (lunch) would also fall under this Act (OHS) however I'll check further with the relevant authorities.

May 2, 88
Inspector's Signature
Mike Brady
Owner / Operator Signature
Mike Brady



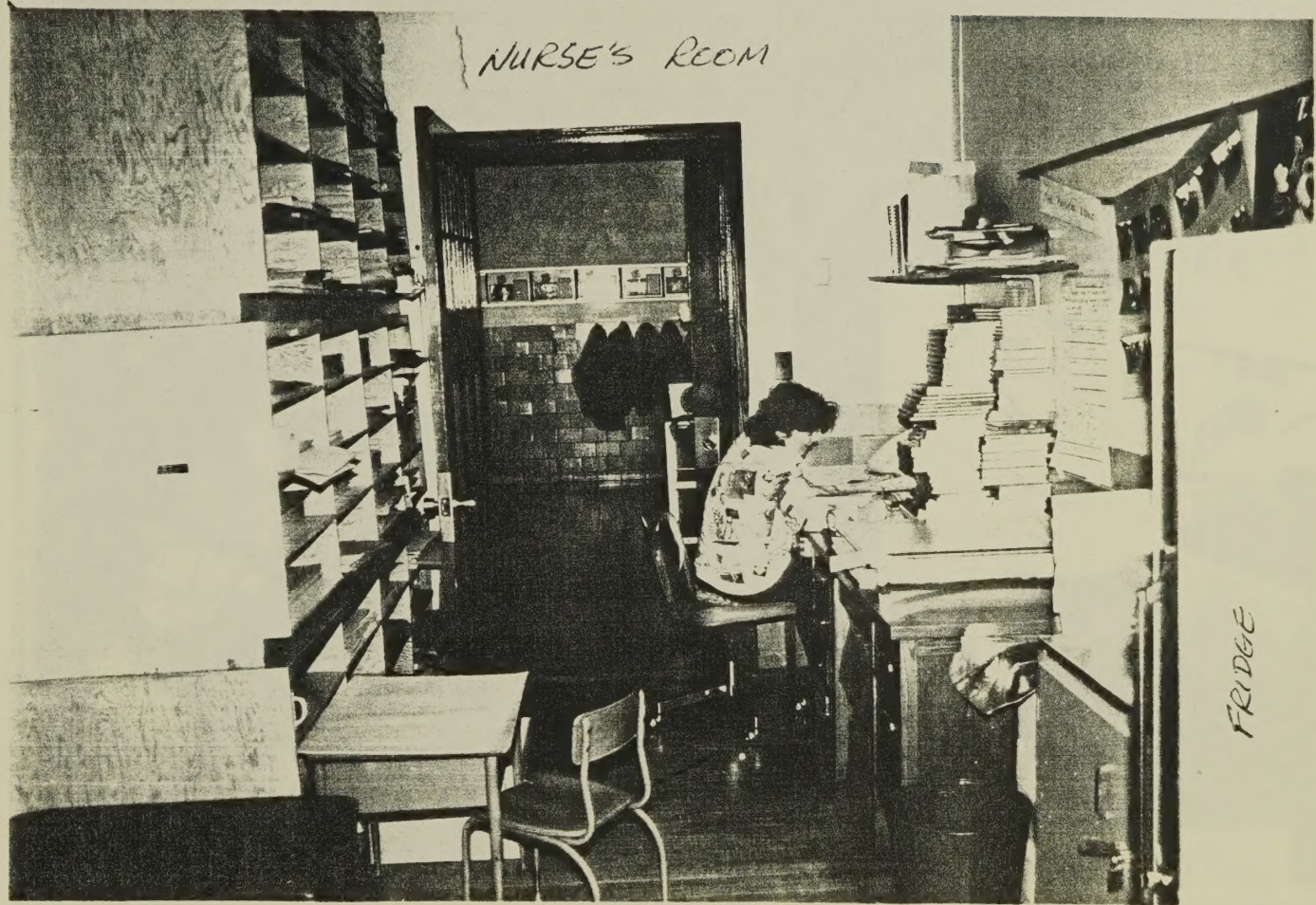
MUSIC ROOM



MUSIC ROOM

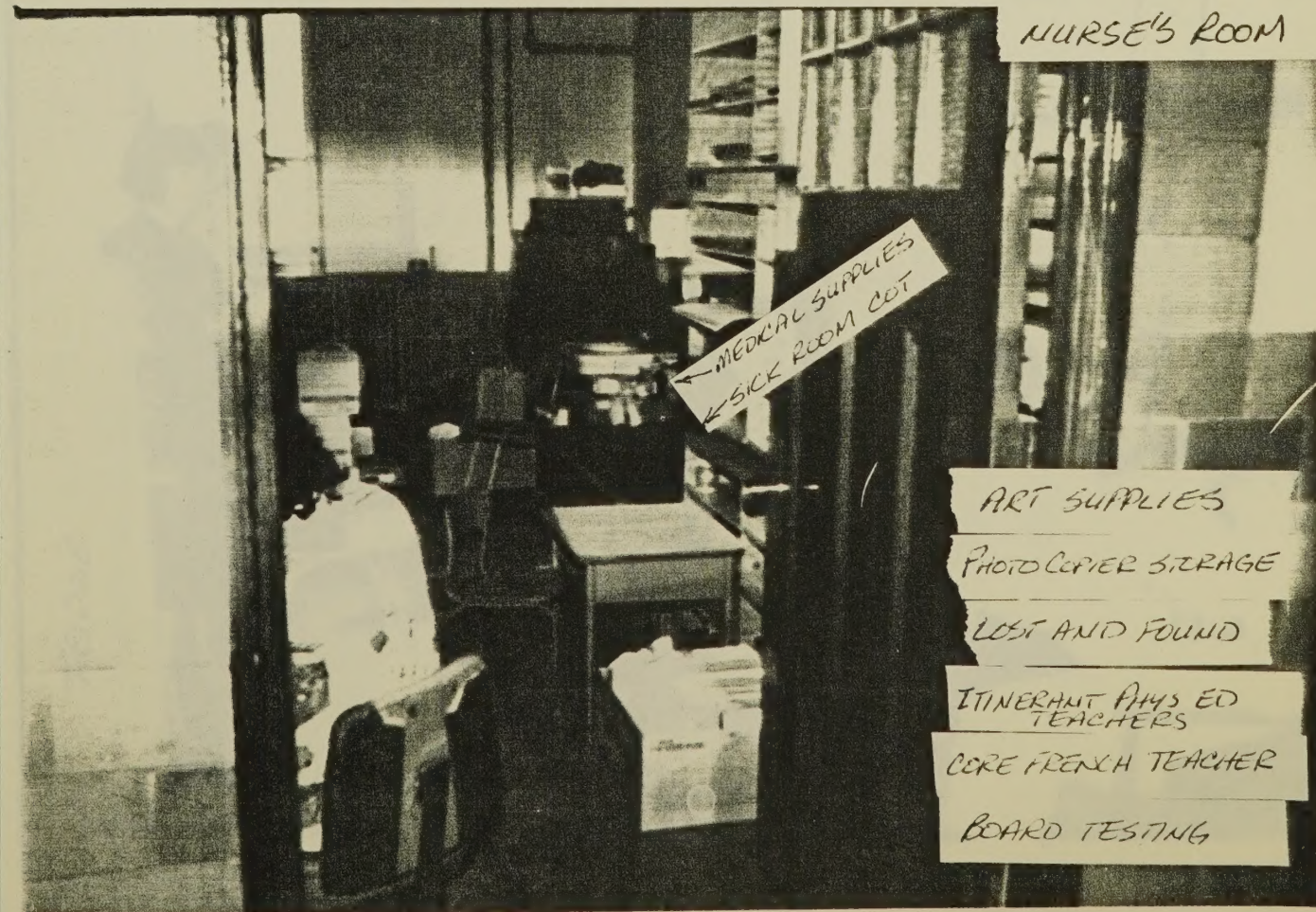


NURSE'S ROOM



FRIDGE

NURSE'S ROOM



← MEDICAL SUPPLIES
← SICK ROOM COT

ART SUPPLIES

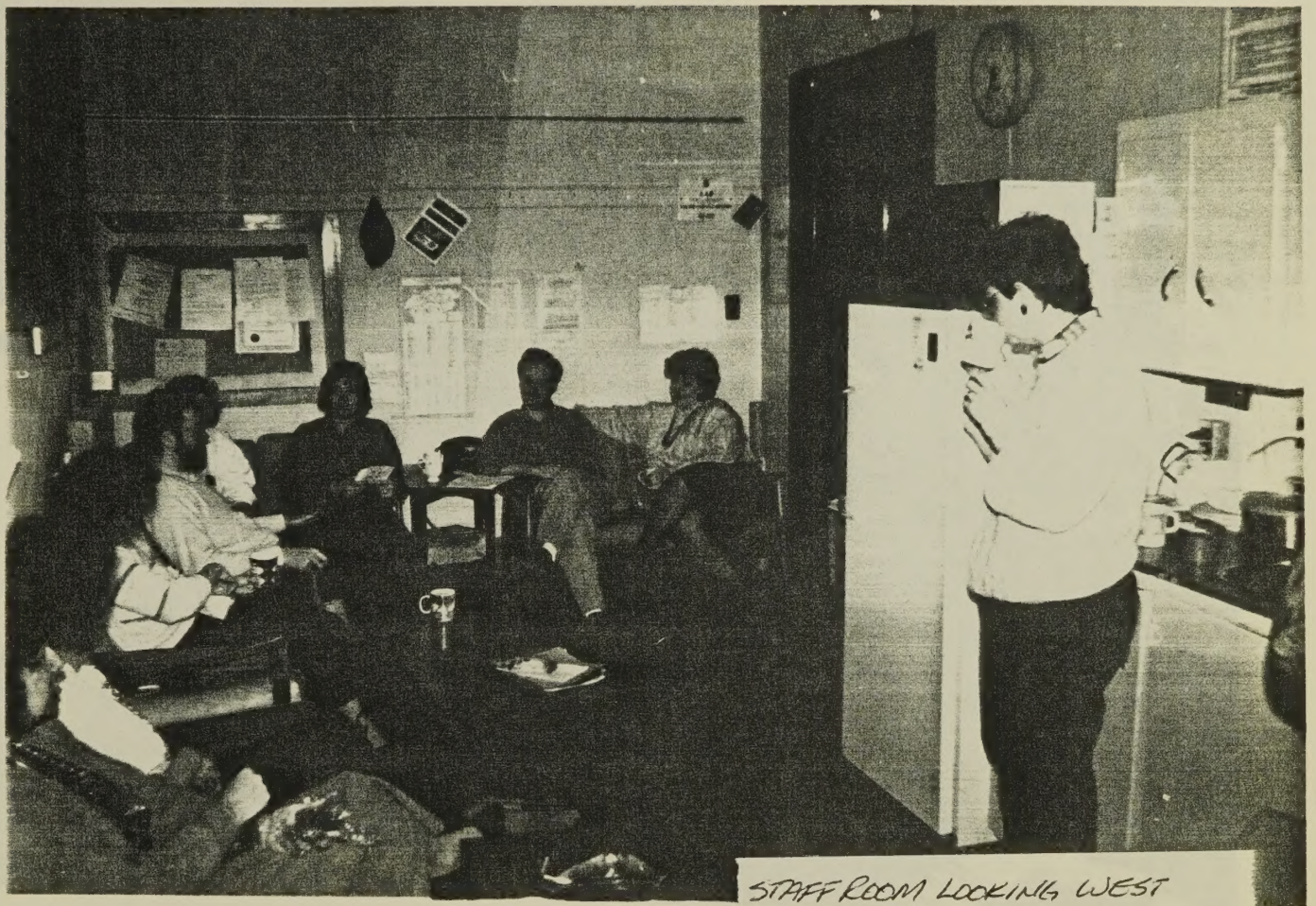
PHOTO COPIER STORAGE

LOST AND FOUND

ITINERANT PHYS ED
TEACHERS

CORE FRENCH TEACHER

BOARD TESTING

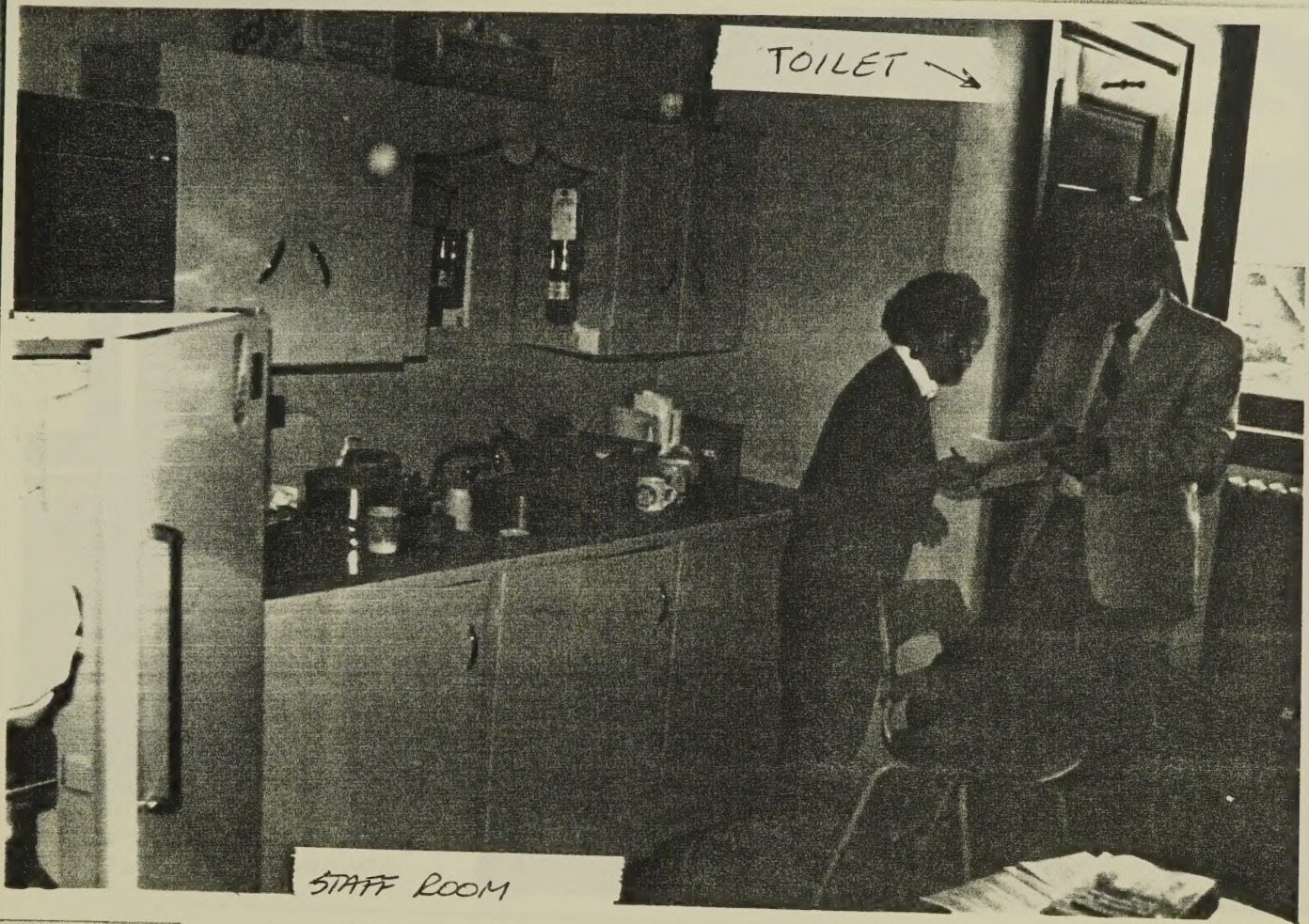


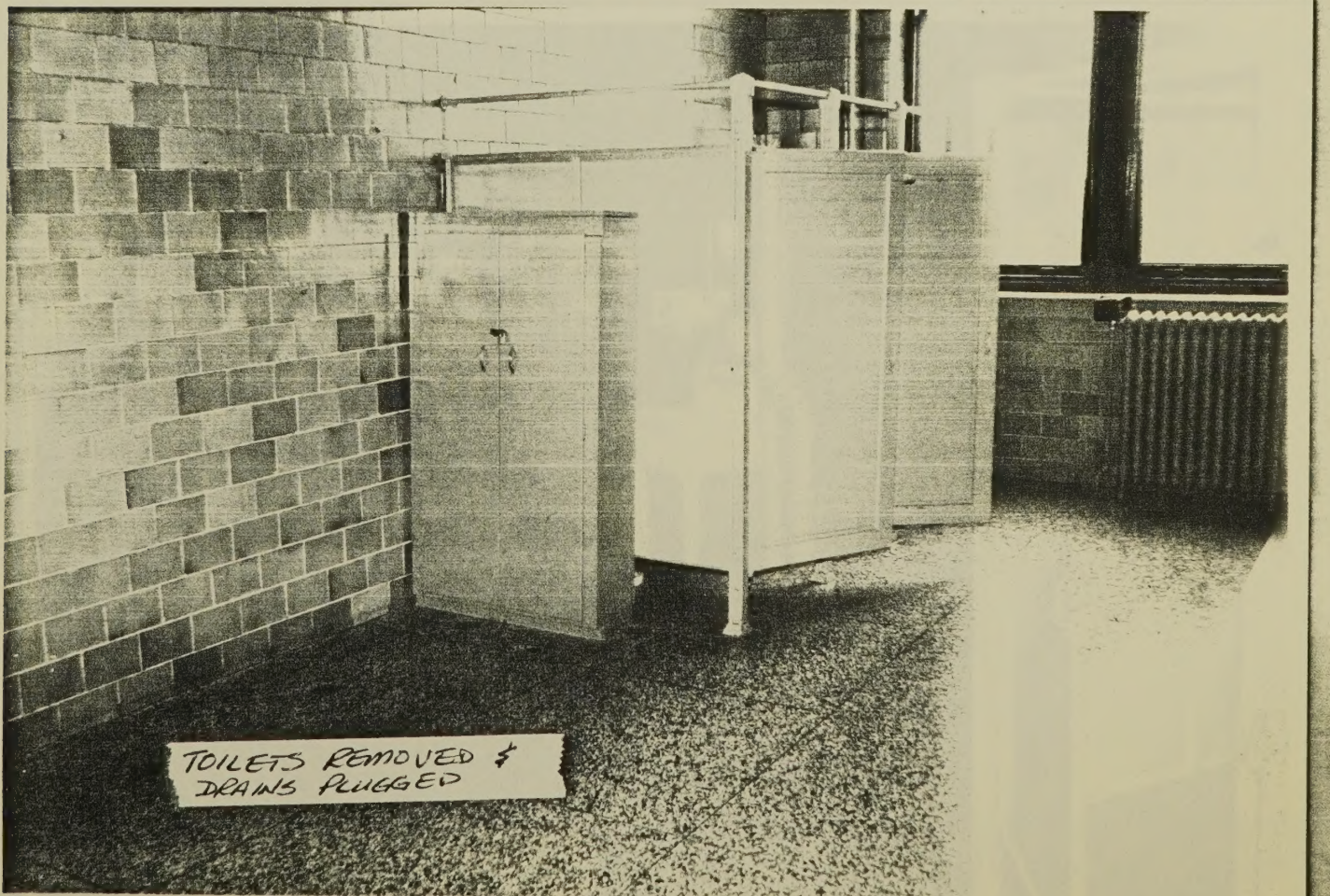
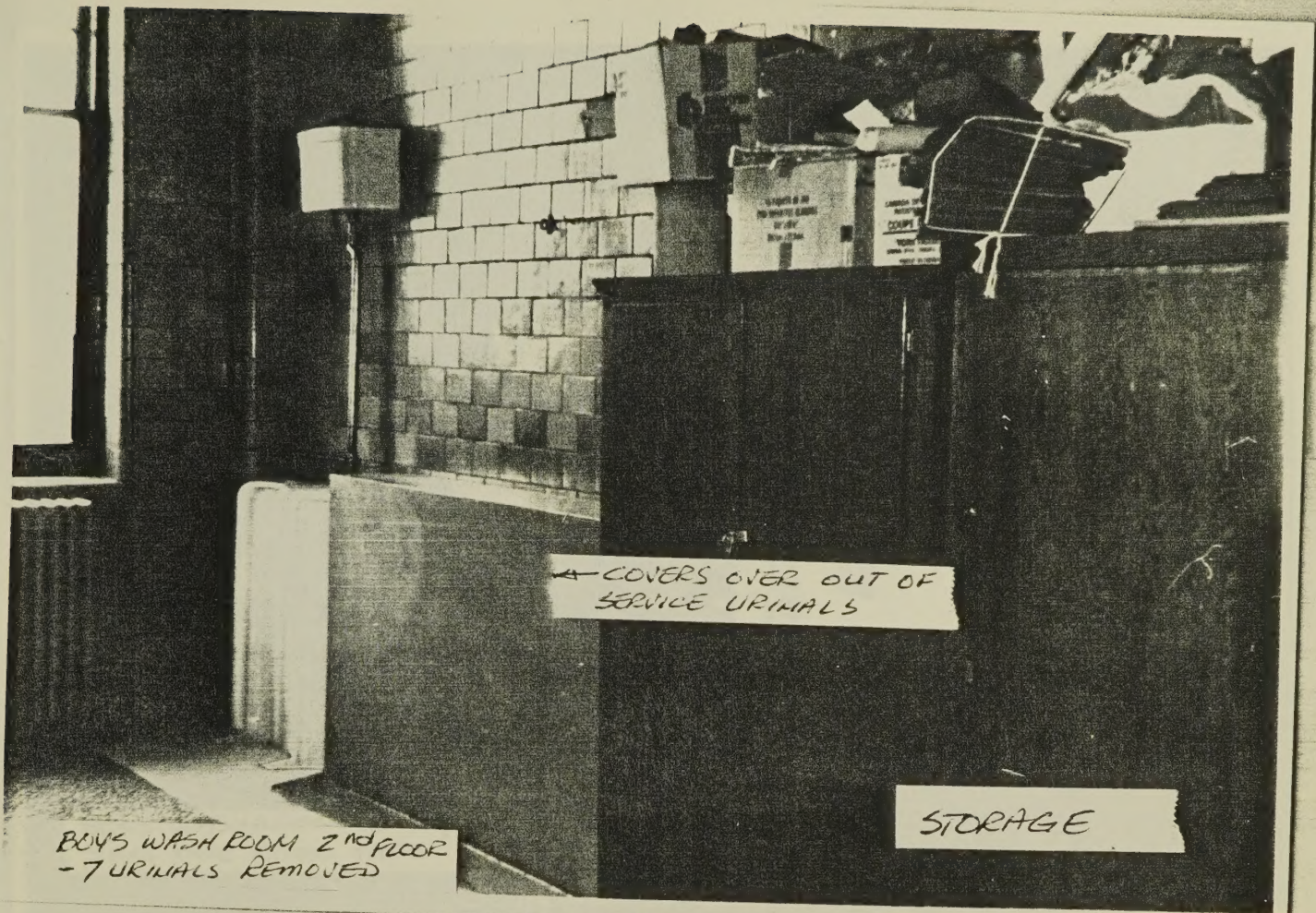
STAFF ROOM LOOKING WEST

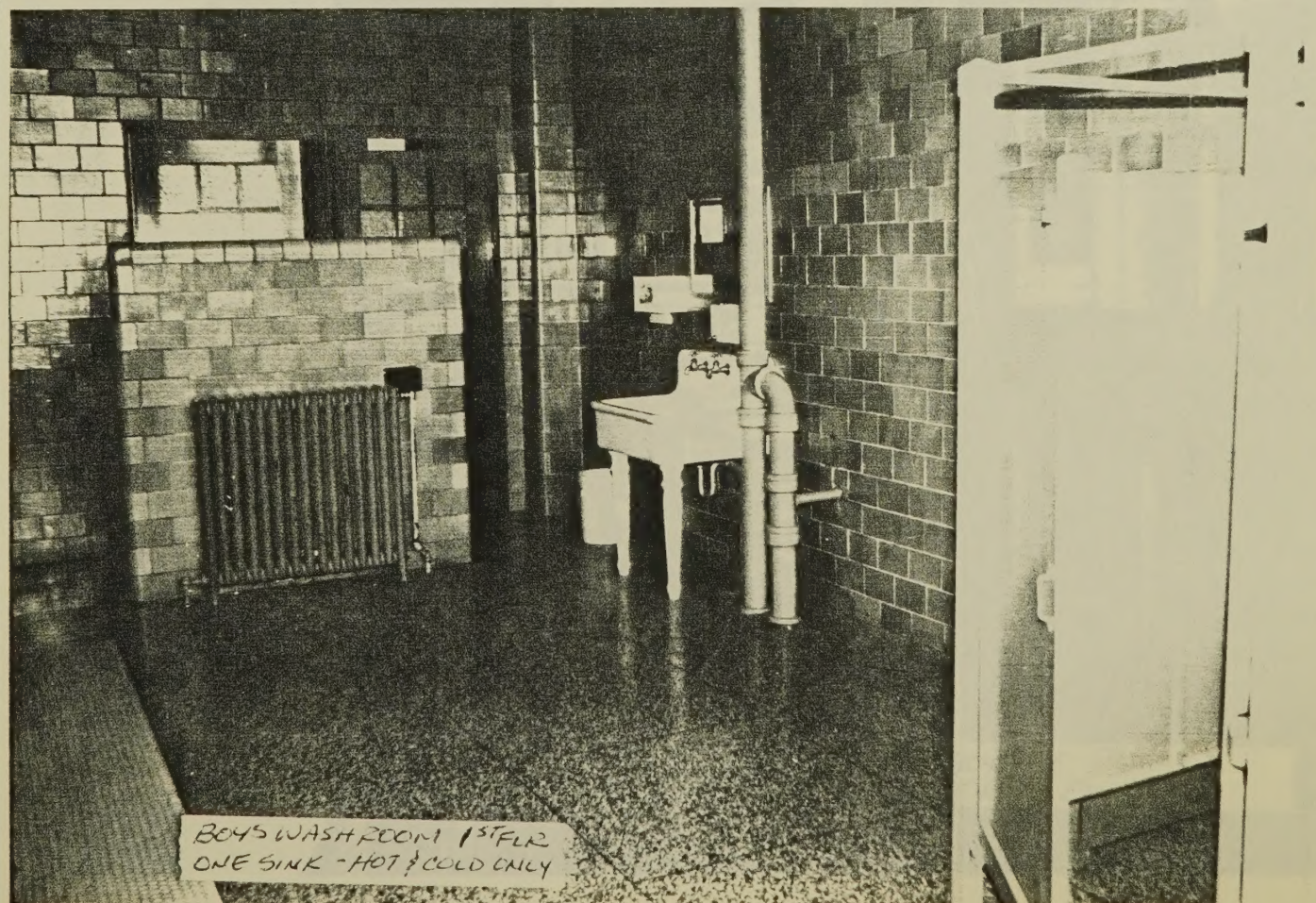
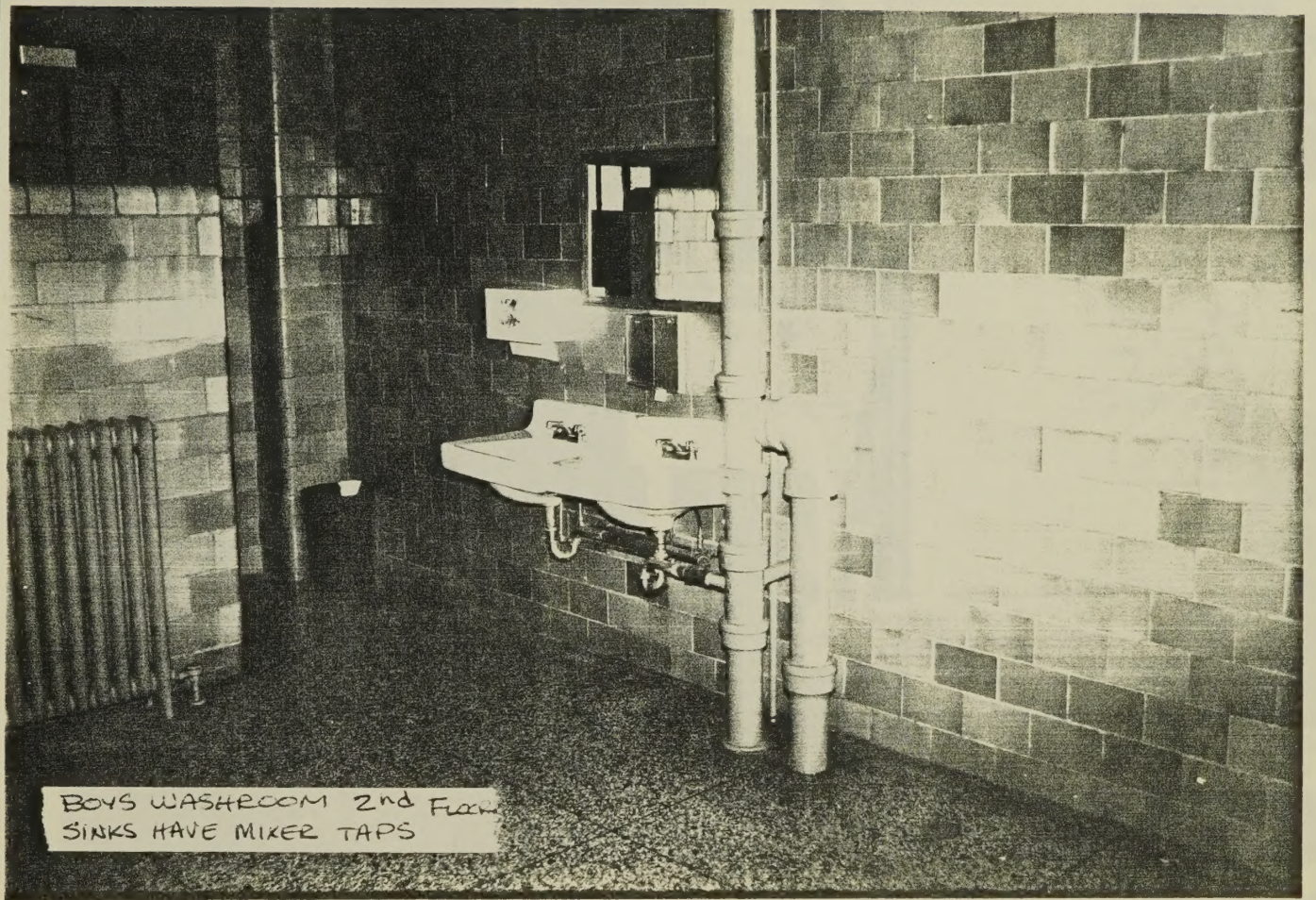


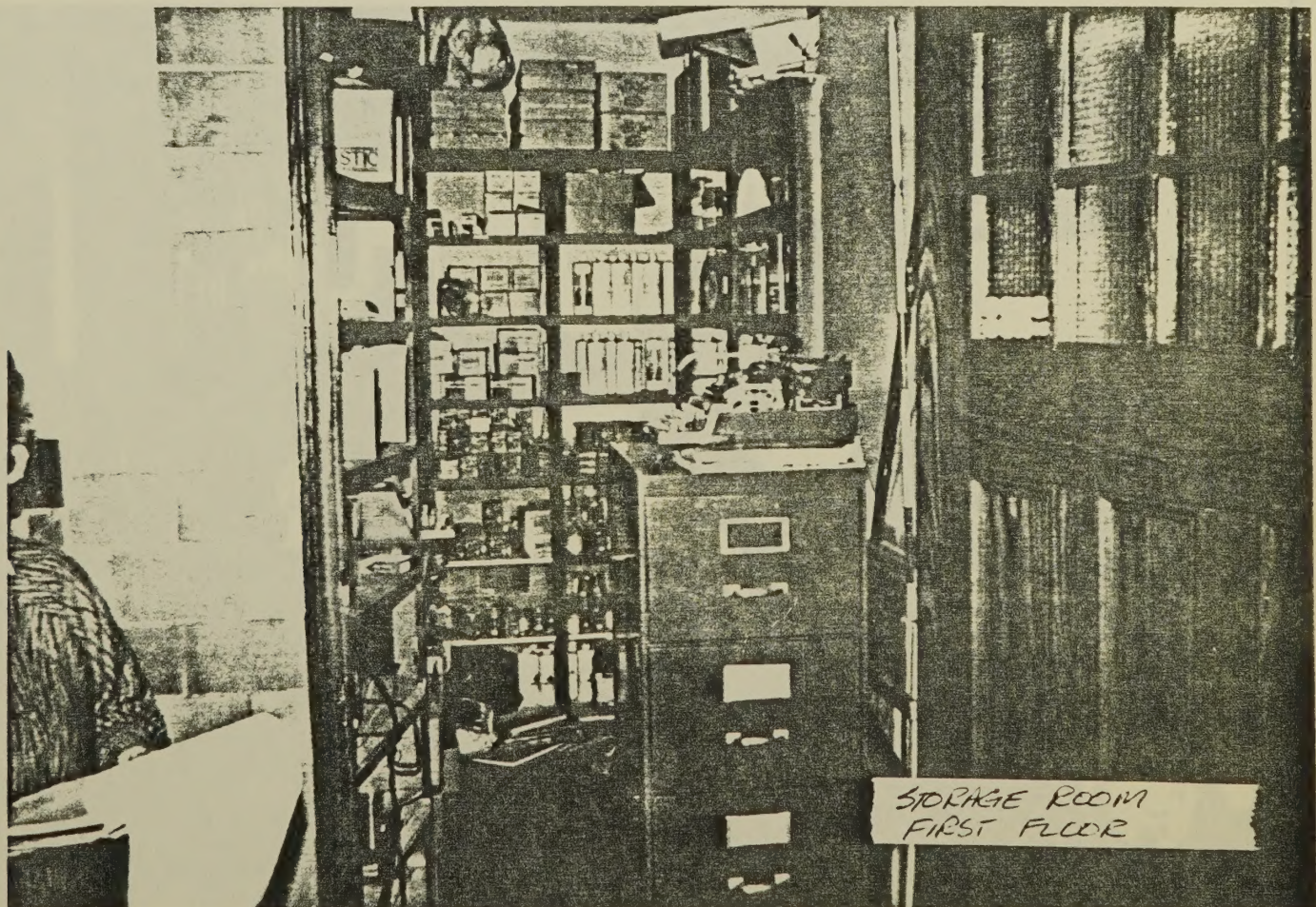
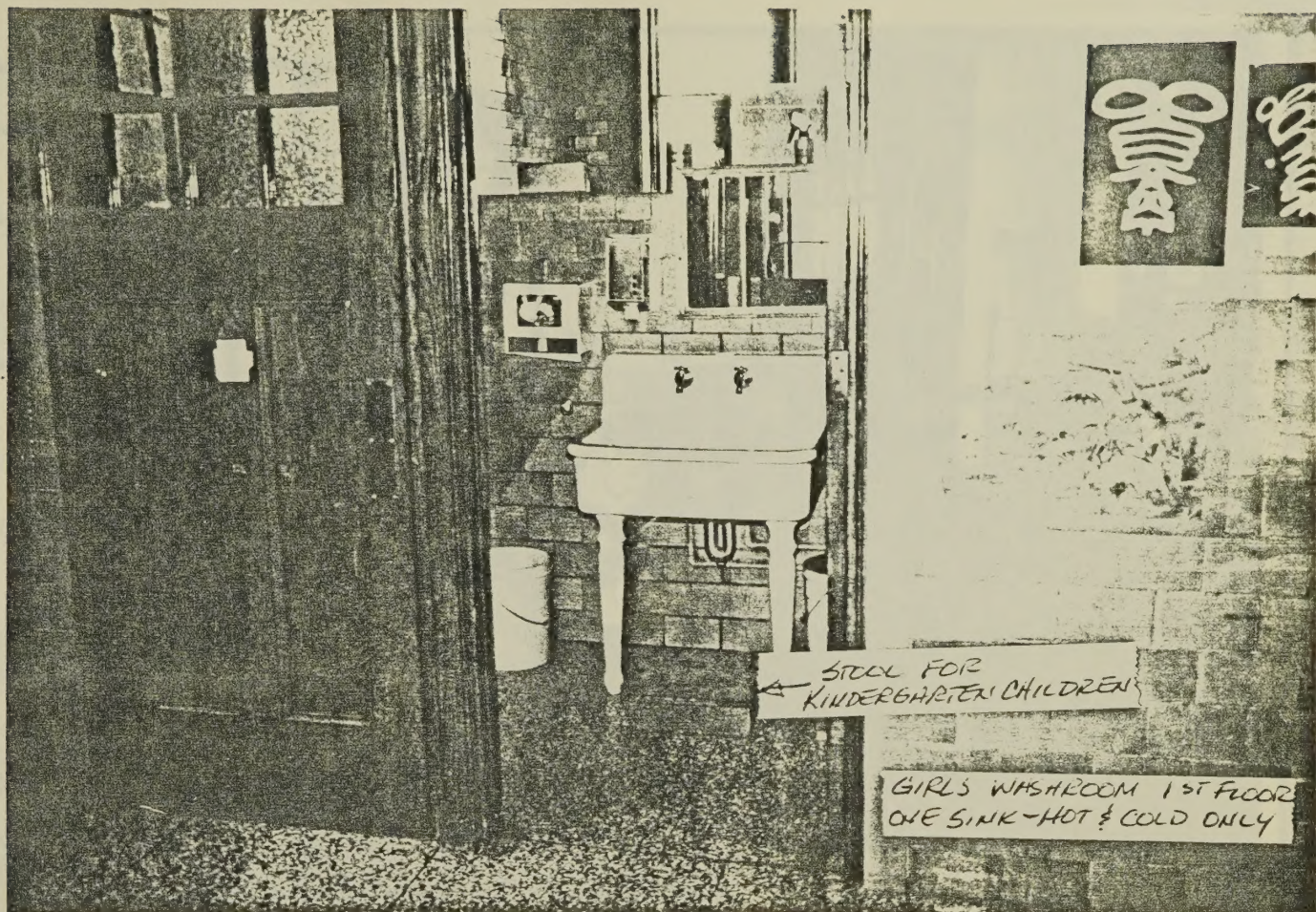
FRIDGE

STAFF ROOM LOOKING EAST



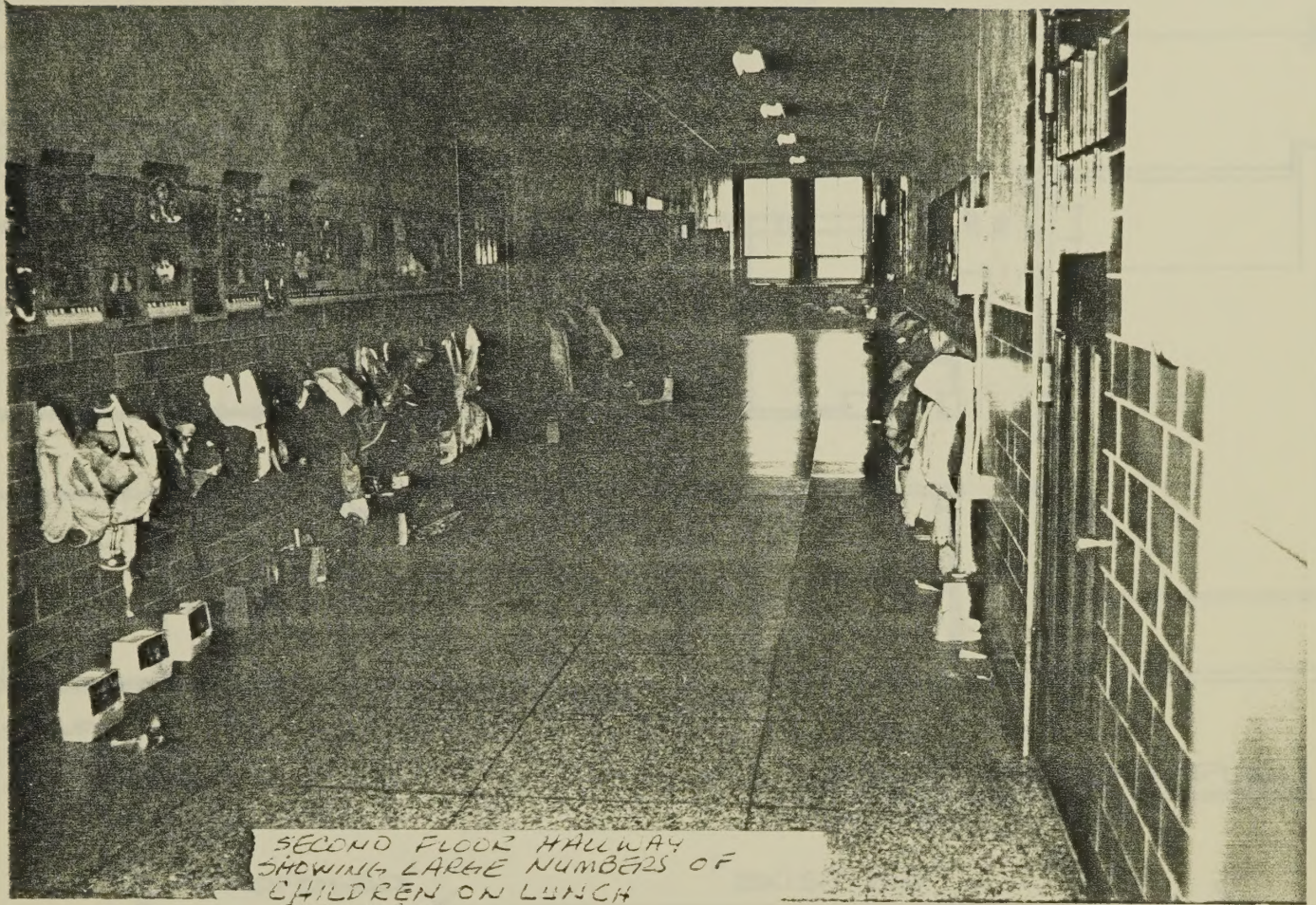








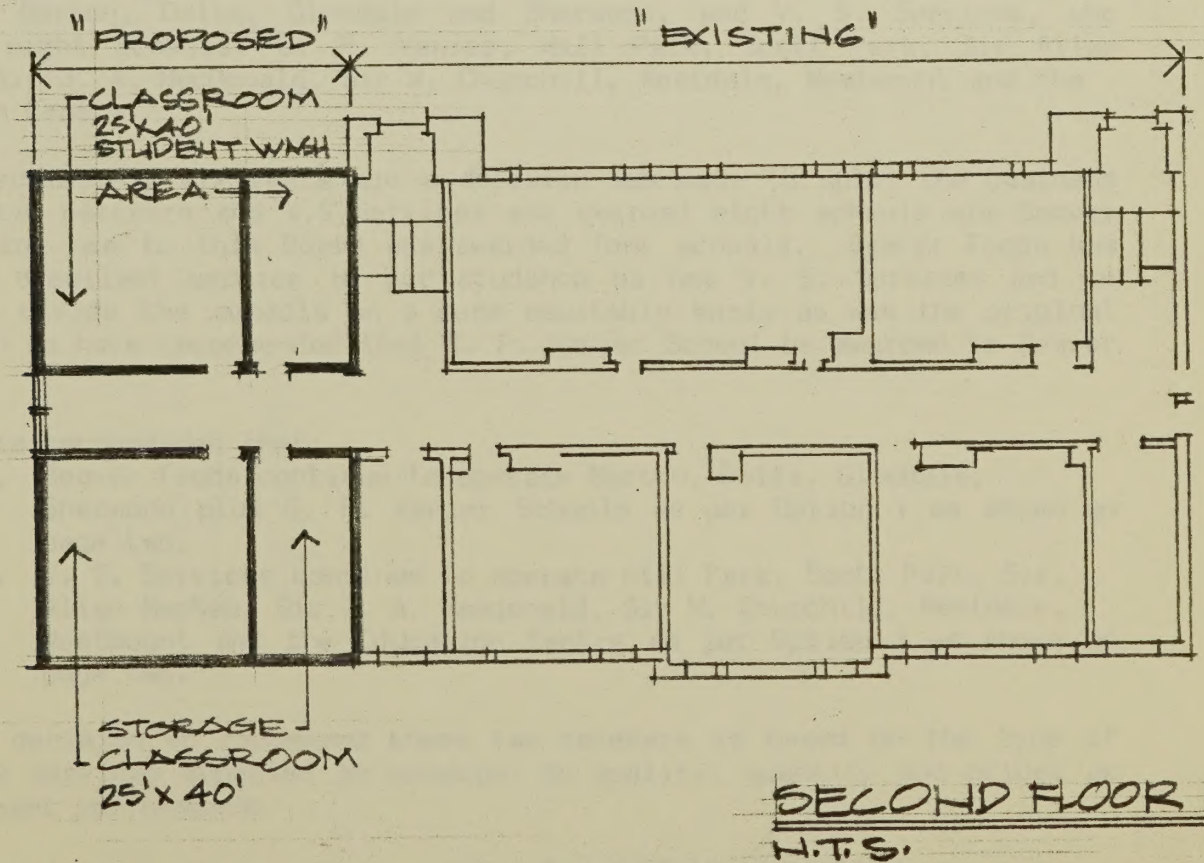
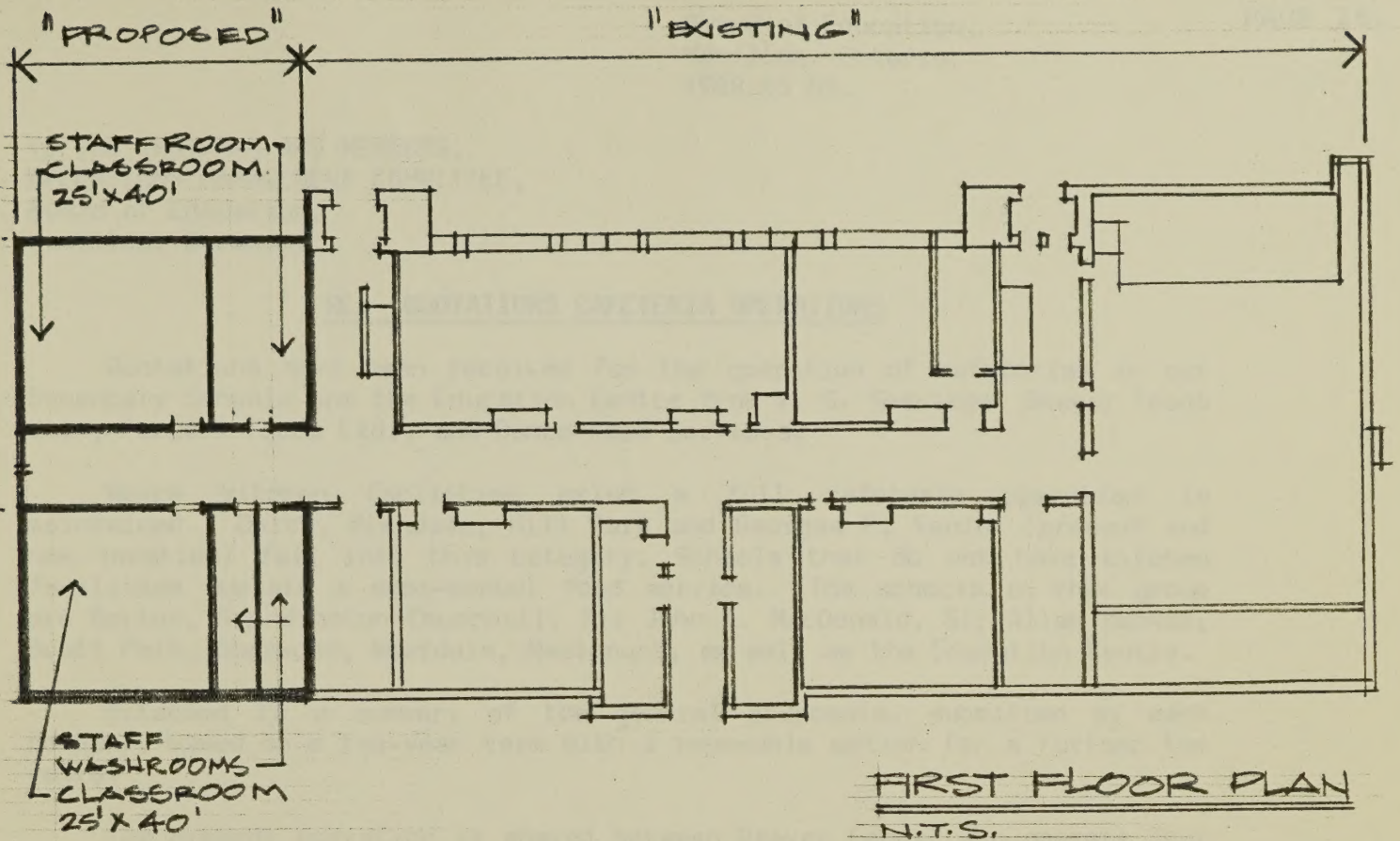




SECOND FLOOR HALLWAY
SHOWING LARGE NUMBERS OF
CHILDREN ON LUNCH
PROGRAM



SENIOR KINDERGARTEN
FRENCH IMMERSION CLASS
IN 25' X 25' CLASSROOM



SCHEMATIC PLANS
OF
PROPOSED ADDITION

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

RE: QUOTATIONS CAFETERIA OPERATIONS

Quotations have been received for the operation of cafeterias in our Secondary Schools and the Education Centre from V. S. Services, Beaver Foods Ltd., Parnell Foods Ltd., and Domco Food Services.

Where kitchen facilities exist a full cafeteria operation is maintained. Delta, Glendale, Hill Park and Georges P. Vanier (present and new location) fall into this category. Schools that do not have kitchen facilities operate a semi-manual food service. The schools in this group are Barton, Sir Winston Churchill, Sir John A. MacDonald, Sir Allan MacNab, Scott Park, Sherwood, Westdale, Westmount, as well as the Education Centre.

Attached is a summary of the general proposals, submitted by each company, based on a two-year term with a renewable option for a further two years.

The present operation is shared between Beaver Foods, who operate four schools, Barton, Delta, Glendale and Sherwood, and V. S. Services, who operate eight schools, G. P. Vanier, Hill Park, Scott Park, Sir Allan MacNab, Sir J. A. MacDonald, Sir W. Churchill, Westdale, Westmount and the Education Centre.

Approximately six years ago a decision was made to split the business between two caterers and V.S Services was awarded eight schools and Beaver Foods being new to this Board was awarded four schools. Beaver Foods has provided excellent service to our students as has V. S. Services and in order to divide the schools on a more equitable basis as was the original intention we have recommended that G. P. Vanier School be awarded to Beaver Foods.

It is recommended that:

- A. Beaver Foods continue to operate Barton, Delta, Glendale, Sherwood plus G. P. Vanier Schools as per Option 1 as shown on page two.
- B. V. S. Services continue to operate Hill Park, Scott Park, Sir. Allan MacNab, Sir J. A. Macdonald, Sir W. Churchill, Westdale, Westmount and the Education Centre as per Option 3 as shown on page two.

The decision to recommend these two caterers is based on the type of cafeteria services supplied in relation to quality, quantity and prices as well as past performance.

Respectfully submitted,

John Penner,
Superintendent of Finance
and Treasurer.

BEAVER FOODS V.S. SERVICES DOMCO FOODS LTD. PARNELL FOODS

X

X

X

Public Liability

90 days written notice	90 days written notice	90 days written notice
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- 2 -

BEAVER FOODS	V.S. SERVICES	DOMCO FOODS LTD.	PARNELL FOODS LTD.
Management Fee or Other Guarantee TWO YEAR TERM WITH A TWO YEAR OPTION	<u>Option 1:</u> Maintain, present operation, plus G. P. Vanier School. Return: 2% first two years and 4% last two years. Bursary of \$200 to each school Capital Investment of \$45,000 to \$55,000 Hold prices for one year. <u>Option 2:</u> Barton, Delta Glendale, Sherwood, Westdale, Sir Allan MacNab or Sir J. A. Macdonald. Return: 3% first two years, 4% last two years. Provide Bursary of \$200 to each school. Capital Investment of \$150,000 to \$170,000. Increase prices on ten items. <u>Option 3:</u> Service all schools plus Ed. Centre Return to board \$10,000 in year one \$12,500 in year two \$15,000 in year three and 31,300 in year four. \$200 Bursary to each school. Capital Investment \$340,000 to \$370,000. Price increases on 14 items.	<u>Option 1:</u> 8 schools plus Ed. Centre. Hold prices one year. Guarantee of 21,000 plus anything over 2% mgmt. fee. <u>Option 2:</u> 4 schools plus Ed. Centre. Hold Prices for one year. Guarantee of \$6,600 plus anything over 2% mgmt. fee. <u>Option 3:</u> 12 schools plus Ed. Centre. Hold prices for one year. Guarantee of \$27,900 plus anything over 2% mgmt. fee.	<u>Option 1:</u> Six schools with 3 3/4% return to Board. Barton, Delta, Glendale, Sherwood, Sir A. MacNab, Westmount.
	<u>Option 1:</u> Service all schools plus Ed. Centre. Return 4% to Board, .5% to each school. Bursary of \$500 to each school. Capital Investment \$61,000. Hold prices for one year. <u>Option 2:</u> Maintain present operation. Return 2% to board, .5 % to each school. \$200 Bursary to each school. Hold prices for 1 year. Capital Investment \$61,000 <u>Option 3:</u> Maintain present operation. less G. P. Vanier. Return 3% to Board, .5% to each school \$200 Bursary to each school. Capital Investment \$61,000 <u>Option 4:</u> Maintain present operation. Return 3.5% to Board .5% to schools. Bursary \$200 to each school. Capital investment \$24,000. Hold prices 1 year.		

CAFETERIA PRICE COMPARISON

SCHOOLS

ITEM	BEAVER FOODS	V.S. SERVICES	DOMCO FOODS LTD.	PARNELL FOODS
Soup/Crackers - bowl - can	250 ml .50	250 ml .50 250 ml .65	250 ml .50 250 ml .65	250 ml .50 250 ml .65
Main Entree - meat - potatoes - veg.	56 gm 1.30 84 gm	56 gm 1.25 84 gm	56 gm 1.25 84 gm	56 gm 1.25 84 gm
Side Order - pot.or veg. Casserole Dish Canned Dinner -stew, - spag. & meatbls.	84 gm .25 175 gm .90	84 gm .25 175 gm .90 170 gm .95	84 gm .25 175 gm .90 170 gm .95	84 gm .25 175 gm .85 170 gm 1.00
Meat or Chicken Pie Hot Dog Hamburger Cheeseburger - meat - cheese	140 gm .70 9 to 454 gm .70 75.7 gm .85 74.7 gm .95 28 gm	140 gm .70 9 to 454 gm .65 75.7 gm .85 74.7 gm .95 28 gm	140 gm .70 9 to 454 gm .65 75.7 gm .85 74.7 gm .95 28 gm	140 gm .70 9 to 454 gm .65 75.7 gm .85 74.7 gm .95 28 gm
French Fries - gravy Salad Plate -meat Sandwich Platter Side Salad Pizza Whistledog -weiner -cheese -bacon	113 gm .80 no charge 56 gm 1.00 1.00 113 gm .45 10-13 cm .70 9 to 454 gm .80 14 gm 21 gm	113 gm .75 56 gm .10 56 gm .95 56 gm .95 113 gm .45 10-13 cm .70 9 to 454 gm .75 14 gm 21 gm	113 gm .70 56 gm .10 56 gm .95 56 gm .95 113 gm .45 10-13 cm .70 9 to 454 gm .75 14 gm 21 gm	113 gm .70 56 gm .10 56 gm .95 56 gm .95 113 gm .45 10-13 cm .70 9 to 454 gm .75 14 gm 21 gm
Polish Pup -sausage on a bun	85 gm .65	85 gm .65	85 gm .65	85 gm .65

CAFETERIA PRICE COMPARISON

SCHOOLS

ITEM	BEAVER FOODS		V.S. SERVICES		DOMCO FOODS LTD.		PARNELL FOODS	
<u>SANDWICHES</u>								
Egg	43 gm	.80	43 gm	.75	43 gm	.75	43 gm	.75
Cheese	43 gm	.65	43 gm	.65	43 gm	.65	43 gm	.65
Tomato	43 gm	.60	43 gm	.60	43 gm	.60	43 gm	.60
Bologna	43 gm	.60	43 gm	.60	43 gm	.60	43 gm	.60
Lunchmeat	43 gm	.65	43 gm	.65	43 gm	.65	43 gm	.65
Sliced meats-ham, turkey, etc.	43 gm	.95	43 gm	.95	43 gm	.95	43 gm	.95
Roast Beef	43 gm	.90	43 gm	.90	43 gm	.90	43 gm	.90
Chicken Salad	43 gm	.75	43 gm	.75	43 gm	.75	43 gm	.75
Tuna Salad	43 gm	.90	43 gm	.90	43 gm	.90	43 gm	.90
Turkey Salad	43 gm	.75	43 gm	.75	43 gm	.75	43 gm	.75
Bacon & Cheese -bacon -cheese	28 gm ea	.85	28 gm ea	.85	28 gm ea	.85	28 gm ea	.85
Salmon	43 gm	.90	43 gm	.90	43 gm	.90	43 gm	.90
Ham & Cheese on Kaiser	28 gm ea	1.20	28 gm ea	1.10	28 gm ea	1.10	28 gm	1.20
Corned Beef	43 gm	.90	43 gm	.90	43 gm	.90	43 gm	.90
Submarine-ham, salami, cheese	28 gm ea	1.20	28 gm ea	1.10	28 gm ea	1.10	28 gm ea	1.10
Hoagie-cheese, meat, tomato	56 gm ea	1.05	56 gm ea	1.05	28 gm ea	1.05	28 gm ea	1.05
Toasted Western-eggs -ham	1 or 2 28 gm	.85	1 or 2 28 gm	.85	1 or 2 28 gm	.85	1 or 2 28 gm	.85
Reuben-corned beef, cheese, sauerkraut	28 gm each	.85	28 gm ea	.85	28 gm ea	.85	28 gm ea	.85

CAFETERIA PRICE COMPARISON

SCHOOLS

<u>ITEM</u>	<u>BEAVER FOODS</u>	<u>V.S. SERVICES</u>	<u>DOMCO FOODS LTD.</u>	<u>PARNELL FOODS</u>
<u>BEVERAGES</u>				
Hot Chocolate	207 ml .45	207 ml .45	207 ml .45	207 ml .45
Tea	207 ml .40	207 ml .40	207 ml .40	207 ml .40
Coffee	207 ml .40	207 ml .40	207 ml .40	207 ml .40
HomoMilk -carton	250 ml .50	250 ml .55	250 ml .55	250 ml .50
Chocolate Drink - carton	250 ml .60	250 ml .60	250 ml .60	250 ml .55
Skim Milk or 2% - carton	250 ml .50	250 ml .55	250 ml .55	250 ml .50
Milkshake - vanilla	10 oz .55	10 oz .55	10 oz .55	10 oz .60
- chocolate	10 oz .60	10 oz .60	10 oz .60	10 oz .60
Juice - dispensed	7 oz .40	7 oz .40	7 oz .40	7 oz .40
- 6 oz cup	.55	.55	.55	.55
Fruit Drinks - dispensed	8 oz .50	8 oz .50	8 oz .50	8 oz .50
- can	10 oz .70	10 oz .70	10 oz .70	10 oz .70
Carbonated Drinks	10 oz .65	10 oz .70	10 oz .65	10 oz .65

CAFETERIA PRICE COMPARISON

SCHOOLS

ITEM	BEAVER FOODS	V.S. SERVICES	DOMCO FOODS LTD.	PARNELL FOODS
<u>DESSERTS</u>				
Donuts -iced filled	.45	.45	.45	.45
Fresh Fruit	.50	.50	.50	.50
Vachon	.40-.45	.40-.45	.40-.45	.40-.45
Pie & Pastries	23 cm .55-.70	23 cm .55-.70	23 cm .55-.70	23 cm .55-.70
Ice Cream Novelties	113 gm .60-.65	113 gm .60-.65	113 gm .60-.65	113 gm .60-.65
Jello	113 gm .35	113 gm .35	113 gm .35	113 gm .35
Pudding	113 gm .40	113 gm .40	113 gm .40	113 gm .40
Yogurt- 125 gm	.70	.70	.70	.70
- 175 gm	.90	.80	.80	.80
Potato Chips		32 gm .60-.65	32 gm .55-.60	32 gm .60
Sunflower Seeds	32 gm .50	32 gm .50	32 gm .50	32 gm .55
Peanuts	32 gm .50	32 gm .50	32 gm .50	32 gm .55
Granola Bars	32 gm .45-.55	32 gm .45-.55	32 gm .45-.55	32 gm .45-.55
Cookies	28 gm .20-.65	28 gm .20-.65	28 gm .20-.65	28 gm .20-.65
Square/Brownies	.50	.50	.50	.50
<u>SALAD BARS</u>				
8 oz bowl	.90	.90	.90	.90
8" platter	1.30	1.30	1.30	1.30
6" platter	1.05	1.05	1.05	1.05

CAFETERIA PRICE COMPARISON

EDUCATION CENTRE

ITEM	BEAVER FOODS	V.S. SERVICES	DOMCO FOODS LTD.	PARNELL FOODS
Dinner - meat - pot. & veg.		1.90-2.50	85 gm	1.80
Casserole				
Soup - can		170 gm		1.70
- bowl		250 gm	250 gm	.65
Side Salad	250 mg	250 gm	250 gm	.85
Hamburger		.55-.65		.55-.60
Cheesburger - meat	74 gm	74 gm	74 gm	1.10
- cheese	74 gm	74 gm	74 gm	1.15
Hot Dog	28 gm	28 gm	28 gm	
Meat Pie	57 gm	57 gm	57 gm	.75
	170 gm	170 gm	170 gm	.90
SANDWICHES				
Cheese				
Egg Salad	43 gm	43 gm	43 gm	.85
Ham	71 gm	71 gm	71 gm	.85
Tuna	43 gm	43 gm	43 gm	1.10
Salmon	71 gm	71 gm	71 gm	1.05
Turkey Salad	71 gm	71 gm	71 gm	1.05
Ham & Cheese - ham	71 gm	71 gm	71 gm	1.00
- cheese	43 gm	43 gm	43 gm	1.15
- on kaiser	28 gm	28 gm	28 gm	
Roast Beef		1.35		1.25
Corned Beef	43 gm	1.25	43 gm	1.20
Western - eggs	43 gm	1.30	43 gm	1.20
- ham	2 eggs	1.15	2 eggs	1.00
Bacon & Cheese - bacon	28 gm		28 gm	1.05
- cheese	43 gm		43 gm	

CAFETERIA PRICE COMPARISON

EDUCATION CENTRE

ITEM	BEAVER FOODS	V.S. SERVICES	DOMCO FOODS LTD.	PARNELL FOODS
<u>PASTRY</u>				
Donut	.60	.60	.60	Did not quote.
Muffin	.60	.60	.60	
Butter Tarts	.50	.50	.50	
Pastry - Danish, Chelsea, etc	.80	.80	.80	
Cakes	.80	.80	.80	
Pie		1/8 sl. .75	.75	
<u>BEVERAGES</u>				
Tea - regular	227 ml .45	227 ml .45	227 ml .45	
- speciality	227 ml .50	227 ml .50	227 ml .50	
Coffee - 8oz	.50	.50	.50	
- 12 oz	.75	.75	.75	
Juice - can	175 ml .65	175 ml .65	175 ml .65	
Pop - can	10 oz .75	10 oz .75	10 oz .75	
Milk - Carton - vanilla	250 ml .55	250 ml .55	250 ml .55	
- chocolate	250 ml .60	250 ml .60	250 ml .60	
Milkshake - vanilla	250 ml .60	250 ml .60	250 ml .60	
- chocolate	250 ml .65	250 ml .65	250 ml .65	
V 8 juice	250 ml .90	250 ml .90	250 ml .90	
<u>SALAD BAR</u>				
8 oz bowl				1.10
8" plate				2.15
6" plate				1.55
Speciality Salads				1.85

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1988 05 10.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: BELL CAIRN MEMORIAL SCHOOL

Bell Cairn Memorial School was closed on June 30, 1981. The school dates back to 1937 with additions in 1952 and 1971. Bell Cairn Memorial School has a total square footage of 43,448 and is situated on a 3.97 acre site. Attached are the floor and site plans.

The property has a "C" zoning, which allows single family dwellings.

We formally notified all priority agencies of our intention to rent the school and site in April of 1981 and there was no interest shown including the reply from the Hamilton-Wentworth Roman Catholic Separate School Board.

In September of 1982, we leased the school and site to Redeemer Christian College, an educational institution providing post secondary education at the university level. Redeemer College vacated the premises in August, 1986 and moved into their new building located in Ancaster.

The building has remained vacant since then and is costing the Board a substantial amount to maintain.

We have started having roof problems which will be costly to repair. In addition, the total building is deteriorating because it is unoccupied.

We understand the City has abandoned the idea of converting the beach strip to public open space and return it to a residential zoning. This could result in a gradual growth of population. It would appear this growth would build slowly and the children from this area would continue to be transported to Woodward and Hillcrest for many years to come. If a school is needed in the future, it would be much smaller than the present building and would be much cheaper to operate.

We believe that a school may be required if present plans to increase residential construction come to fruition, but that this need could be as distant as ten years. The Ministry will approve the sale of a school if no accommodation will be required in that area for ten years.

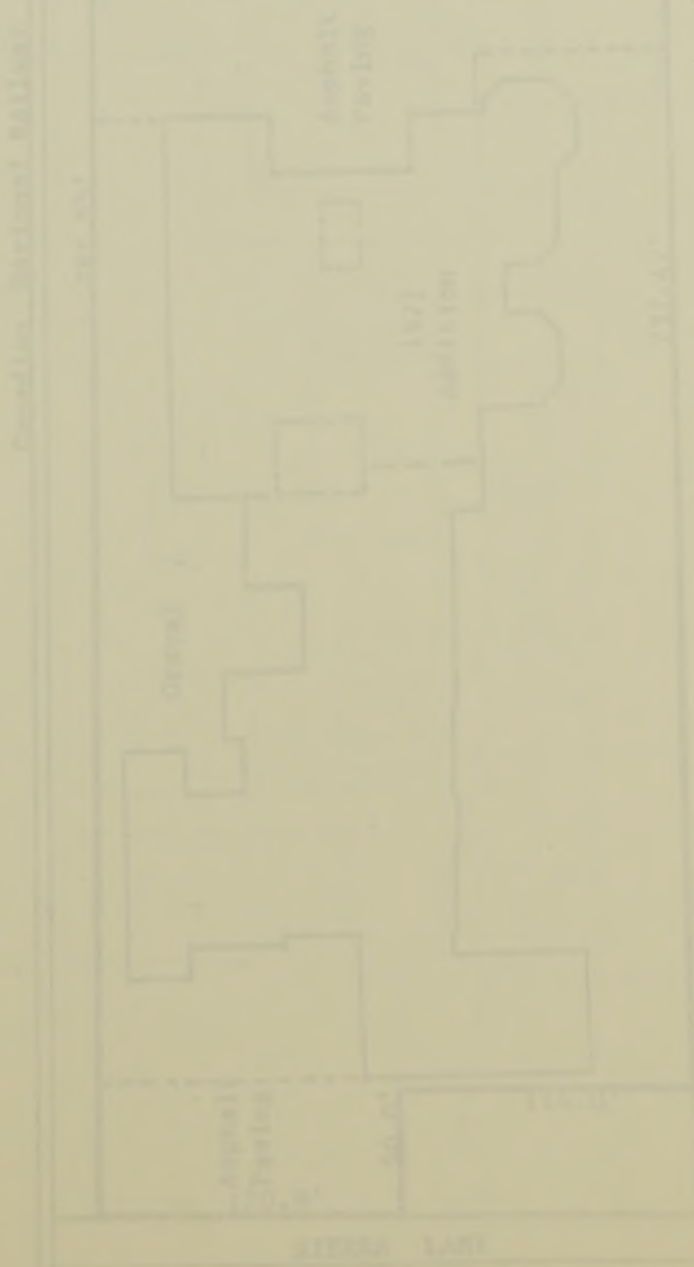
We have asked the Accommodation Committee to review all the vacant schools and this committee recommends that it be sold.

It is recommended that:

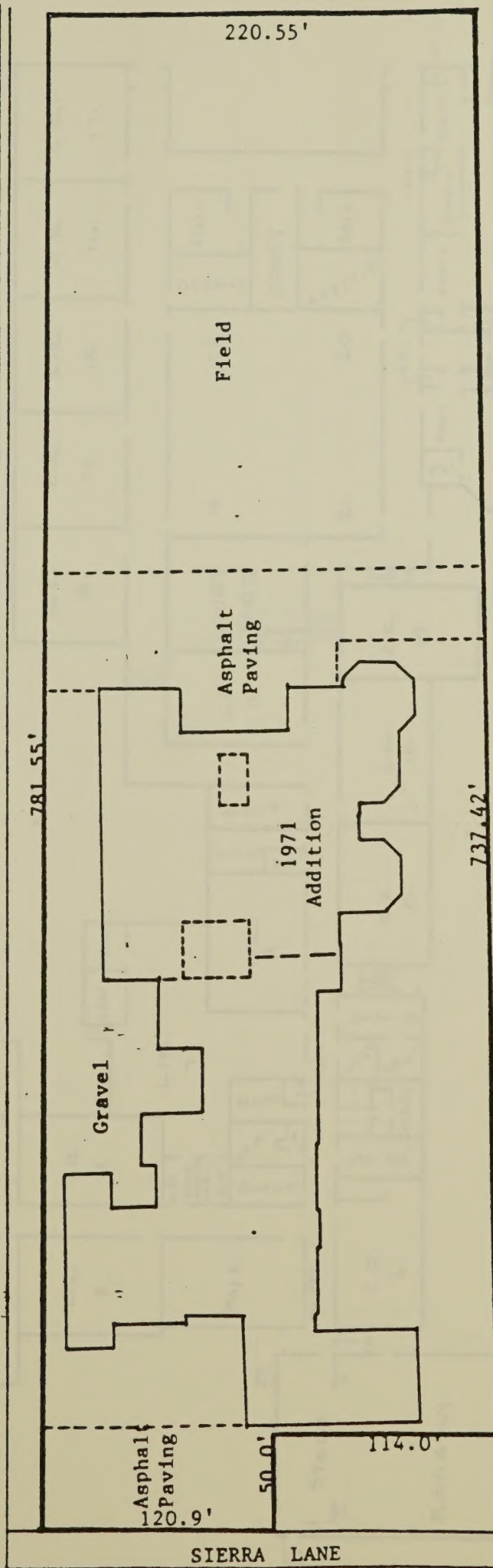
Bell Cairn School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Bell Cairn School in this attendance area within ten years of the date of disposal.

Respectfully submitted,

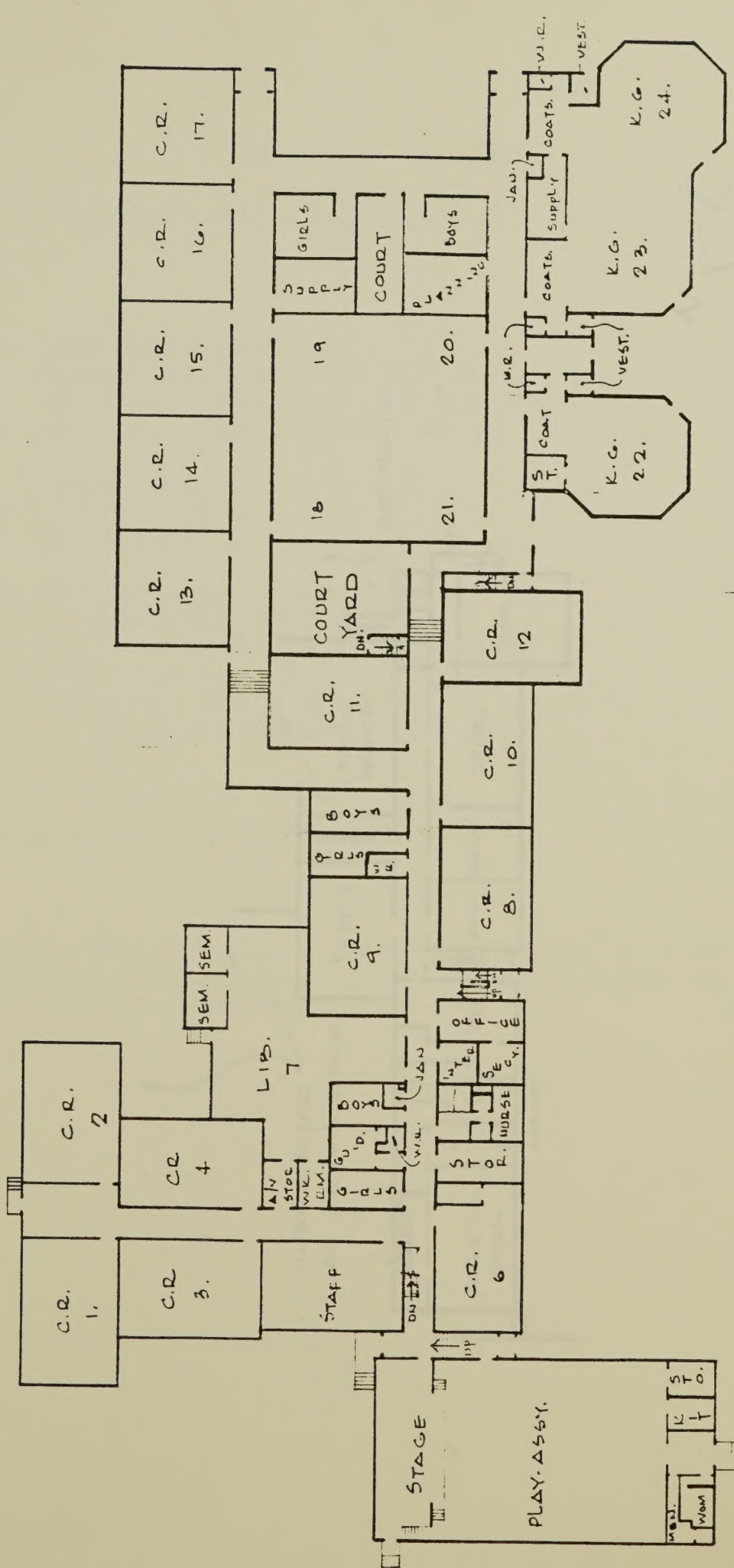
John Penner,
Superintendent of Finance and Treasurer.



Canadian National Railway

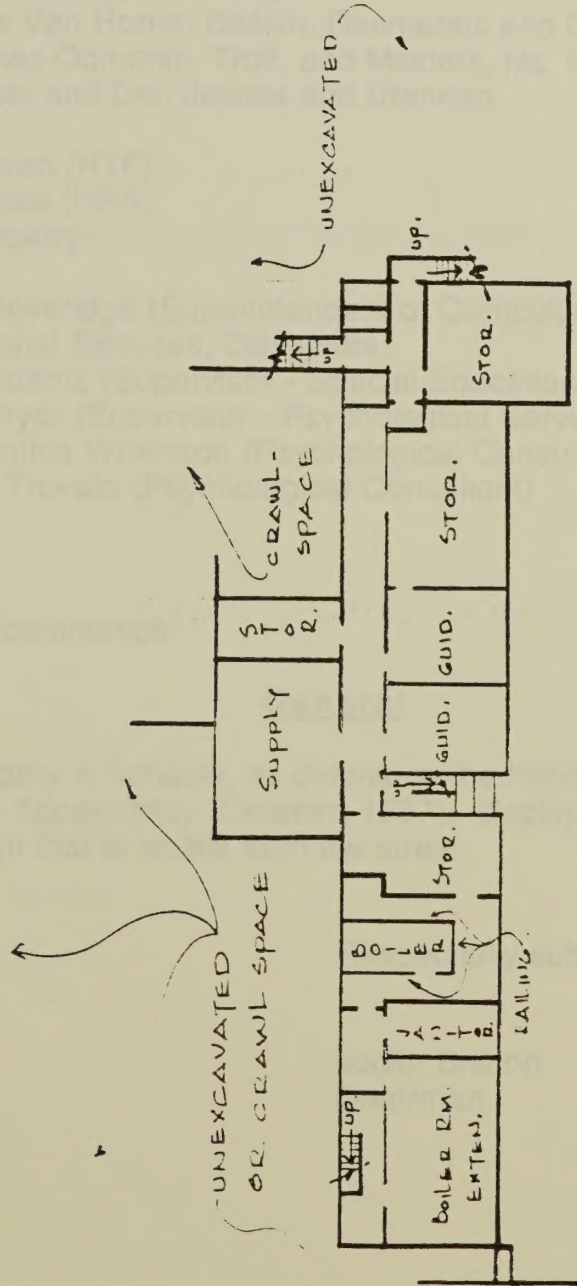
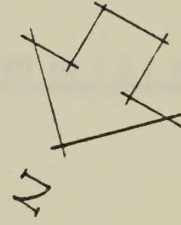


☐ SUBJECT PROPERTY



BELL CAIRN MEMORIAL SCHOOL - FLOOR PLAN

SCALE:- 1" = 40'0"
OCTOBER 1907



BELL CAIRN MEMORIAL SCHOOL - BASEMENT PLAN

SCALE: 1" = 40' 0"

1977

OCTOBER

Report of the
Special Education Advisory Committee

Present: Judith Bishop (Chairman);
Trustees Van Horne, Baskin, Desmarais and Deans
Mesdames Oommen, Trott, and Masters, Ms. Knol
Mr. Foster and Drs. Jacobs and Brennan

Also T. Ophoven (HTF)
Present: P. Babcock (HPA)
Dr. Newberry

Officials Mr. P. Beveridge (Superintendent of Curriculum and Special &
Educational Services, Designate)
Mr. B. Adams (Supervisor - Special Education)
Dr. C. Pryor (Supervisor - Psychological Services)
Mrs. Cynthia Wilkinson (Psychological Consultant)
Mr. Joe Trovato (Psychological Consultant)

The Committee recommends:

General

- (a) That the Category A Schools, as defined in the Report of the SEAC Sub Committee on Accessibility (October, 1987), display an international wheelchair sign that is visible from the street.

Respectfully submitted

Judith Bishop
Chairman

Meeting Room
1988 04 20

The Board of Education for
the City of Hamilton,
100 Main Street West,
Hamilton, Ontario,
1988 05 05.

To the Chairman and Members,
Operations Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Transportation of Students -- Georges-P.-Vanier

It is recommended that as a pilot project the students of Georges-P.-Vanier be issued a monthly bus pass effective 1988 09 01, and that a report be brought back to the Board in the Spring of 1989.

attachments

Prepared by: J. Penner, R. Lavoie

Approved by: Senior Management

Submitted by: A. J. Krever

GEORGES-P-VANIER STUDENT TRANSPORTATION

Present Arrangement

Students east of Wellington Street to Gray's Road are transported by school bus to the present location on Acadia Drive.

Two routes (Appendix A & B) - 68 students
Cost: \$45,510 per year

September 1988

In September 1988, the present enrolment including option sheets from the grade 8.

Lower city	97
Upper city	51

TOTAL	148 students (Appendix C)
--------------	----------------------------------

TRANSPORTATION COSTS

Option One

Bus Tickets - \$1.30 per day, per student
 Annual Cost: \$240.50 per student **\$35,594**

Option Two

Bus Passes - \$26.50 per month, per student (148 students)
 Annual Cost: \$265.00 per student **\$39,220**

Option Three

School Bus - \$22,755 per year, per bus
 Annual Cost: (3 buses) **\$68,265**

N.B. There are presently two buses. A third bus would be needed for the mountain students.

ADDITIONAL INFORMATION

The bus pass could be used at any time during the day and weekends, thus facilitating access to school activities (clubs, sports, events) after hours and weekends.

The H.S.R. cannot provide the Board with a less expensive pass with restricted hours and no weekend use. The bus pass would reduce handling time considerably as compared to individual tickets.

The students living below the mountain could be serviced with the "Bee Line Route". The route starts at Fiesta Mall, Stoney Creek, and runs to McMaster. The entire route is 43 minutes and provides key stops on Queenston, King and Main Streets.

October 6, 1987

PAGE 45.

GEORGES P. VANIER

ROUTE 34

	<u>A.M.</u>
1. Riverdale and Queenston	7:35
2. Queenston and Lake Ave.	7:36
3. Gray's Road and Roxborough	7:38
4. Varga Drive and Barton	7:40
5. Covington and Barton	7:42
6. Kenora and Barton	7:43
7. Woodward and Walmer	7:46
8. Glow and Burgess	7:49
9. Parkdale and Roxborough	7:52
10. Roxborough and Strathearne	7:54
11. Britannia and Strathearne	7:55
12. Barton and Harmony	8:00
13. Garside and Central	8:05
14. Weir and Central	8:07
15. Cochrane and Lawrence Road	8:09
16. King and Mount Albion	8:11
17. King and Quigley	8:13
18. Angus and Quigley	8:14
19. Albright and Quigley	8:15
20. Greenhill and Quigley	8:16
21. Georges P. Vanier	8:36

Dismissal: 3:07

September 8, 1987

GEORGES P. VANIER

PAGE 46.

ROUTE 31

A.M.

1.	Barton and Ottawa	7:55
2.	Barton and Rosslyn	7:56
3.	Barton and Avondale	7:57
4.	Barton and Chapple	7:58
5.	Barton and Barnesdale	7:59
6.	Barton and Earl Street	8:01
7.	Barton and Wentworth	8:02
8.	Barton and East Avenue	8:04
9.	Wellington and Robert Street	8:07
10.	Wellington and King William Street	8:09
11.	Main Street and Grant Avenue	8:12
12.	Main Street and Sanford Avenue	8:13
13.	Main Street and Blake Avenue	8:14
14.	Main Street and Eastbourne Avenue	8:15
15.	Main Street and Prospect	8:16
16.	King Street and Kensington	8:18
17.	King Street and Houghton	8:20
18.	Georges P. Vanier	8:35

P.M. Only

Barton and Birch Street

Dismissal: 3:07

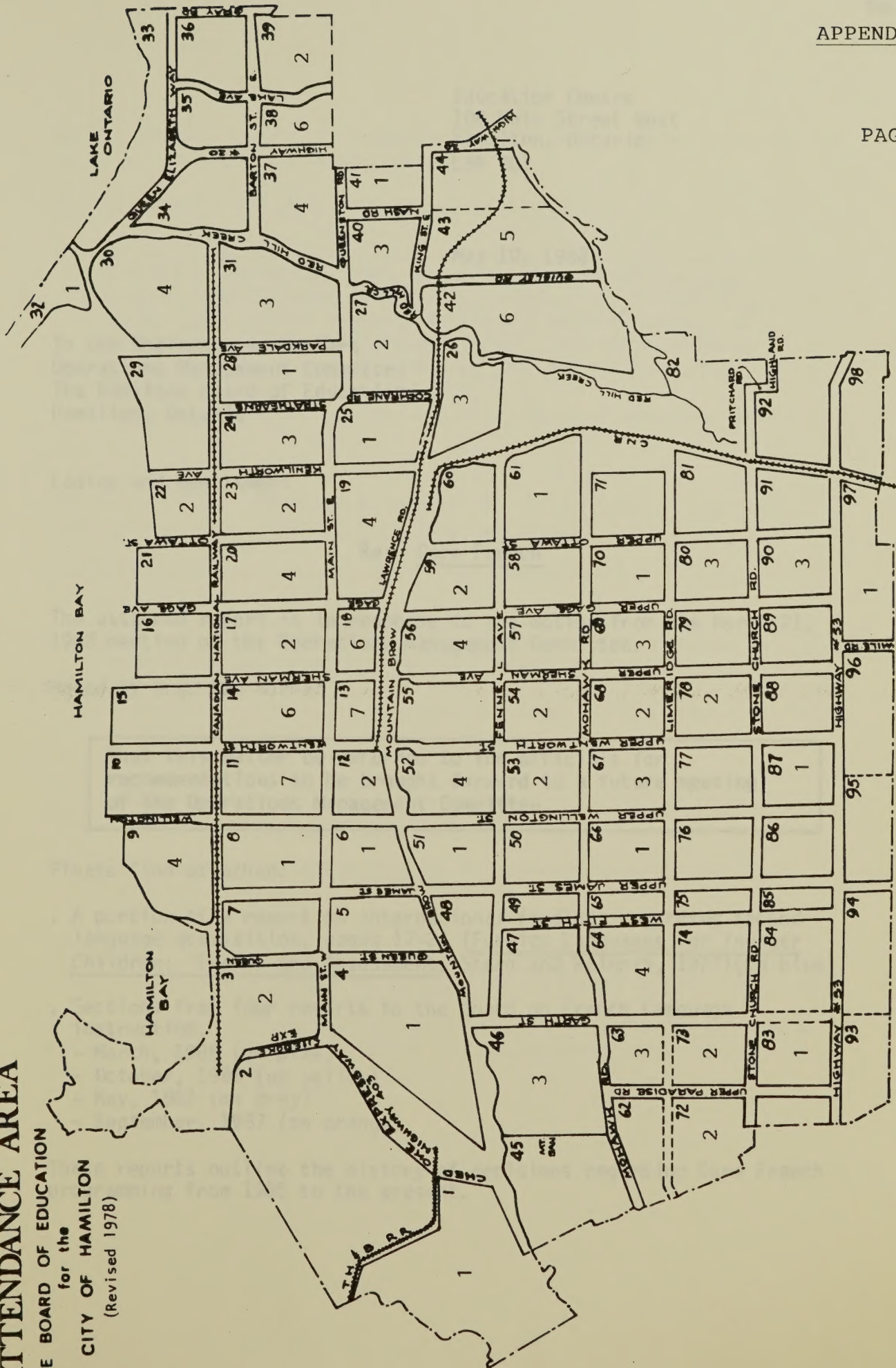
ATTENDANCE AREA

THE BOARD OF EDUCATION

for the

CITY OF HAMILTON

(Revised 1978)



Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

May 10, 1988

To the Chairman and Members
Operations Management Committee
The Hamilton Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Core French

The attached report is in response to the motion from the March 21, 1988 meeting of the Operations Management Committee.

Moved by Mrs. Van Horne:

That this matter be referred to the officials for recommendations to be brought forward to a future meeting of the Operations Management Committee.

Please find attached:

- . A portion of a report on international findings regarding second language acquisition, pages 17-24 (Foreign Languages for Younger Children: Trends and Assessment, Stern and Weinrib, 1977)(on blue).
- . Sections from four reports to the Board on French Language instruction.
 - March, 1985 (on pink)
 - October, 1986 (on yellow)
 - May, 1987 (on grey)
 - September, 1987 (on orange)

These reports outline the history of decisions regarding Core French programming from 1985 to the present.

March, 1985 -- Report on Elementary Core French Program: Present and Future Needs (on pink)

Trustees passed the motion to accept Option #3

Effective September, 1985, start the Core French program in Grade 4 with 30 minutes of daily instruction; in September, 1986, continue the sequence in Grade 5 with 40 minutes of daily instruction; in September, 1987, provide 40 minutes daily in Grade 6 and each ensuing year to and including Grade 8.

October, 1986 -- Administrative Report: Core French - Increased Instructional Time (on yellow)

Trustees passed a motion to accept the Recommendation on Page 8.

That effective September, 1987, the Core French program in Grade 4 be increased from 30 to 40 minutes of daily instruction.

May, 1987 -- Information Reports -- Review of French as a Second Language Program in Hamilton (on grey)

See policy memorandum and Points to be Considered, pages 2-4.

September, 1987 -- Report re Feasibility of Introduction of Core French in the Earlier (Primary) Grades (on orange)

The report was received for information and the motion to conduct a parent survey on needs assessment was subsequently withdrawn.

Summary of Decisions:

In October, 1986, the Board adopted a policy to begin elementary Core French in Grade 4 and to expand the program through the elementary grades, one year at a time, to a total of 600 hours of instruction by the end of Grade 8 in keeping with the Ministry mandate.

Summary of Findings:

Please see the Feasibility of Introduction of Core French in Earlier (Primary) Grades (pages 1-5).

In addition, it is important to note that the province's teacher training institutes are not graduating sufficient qualified French teachers to meet the demand of burgeoning programs province-wide.

Recommendations:

Assuming no changes in Ministry policy:

That a survey of parent views on Core French programming be postponed until the first group of students have completed 600 hours of elementary school Core French instruction (June, 1992).

That a system-wide review of both student outcomes and program be conducted in the Spring, 1992 and a full report be brought to the Board in November, 1992.

That the existing Board policy regarding Core French program policy as adopted in March, 1985 and amended in October, 1986 remain in place until the results of the 1992 review have been thoroughly analyzed and discussed by the Board.

Prepared by: John Hill, Supervisor of Languages
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: C. G. W. McKague, Superintendent of Curriculum,
Special and Educational Services

Approved by: A. J. Krever, Director of Education and Secretary
of the Board

/ls

FOREIGN LANGUAGES FOR YOUNGER CHILDREN:

Trends and Assessment

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This paper will appear in the Spring 1977 issue of Language teaching and linguistics: Abstracts. It should not be reproduced or quoted without permission of the authors.

4. ASSESSMENT

The decline of FLES in America, the critique of the twenty minute oral French programme in Canada, the sobering findings of the NFER Report in Britain, the cautious recommendations of the Council of Europe Symposia (Council of Europe, 1974, 1977), and the conclusion of the study on French in eight countries that there is no special advantage "in starting the study of a foreign language very early other than the fact that this may provide the student more time..." (Carroll, 1975) all point in the same direction: the provision of languages in the education of younger children has not come to be considered the sine qua non of effective language learning over the last twenty-five years. Its place in the curriculum of primary education continues to be a matter of debate and indecision.

To overcome this uncertainty, four main issues need to be clarified:

1. the optimal starting age; 2. time allowance; 3. language pedagogy; and
4. educational goals.

The Optimal Starting Age

When languages for younger children were advocated in the fifties and sixties, this innovation was promoted with excessive expectations. Such over-optimism, it should be noted, was not encouraged by the UNESCO studies (Stern, 1966, 1967, 1969). The chief claim was that the early years of life before puberty were the best, even 'critical' years for second language learning. To the much cited neurological or biological arguments of Penfield (1953, 1965), Penfield and Roberts (1959), and Lenneberg (1967), Schumann (1975) has added an affective theory which contributes a new and important dimension to previous arguments. It attributes to the early years a greater social and emotional permeability of the 'language ego' (Guiora et al, 1972) than is available at later stages of life. A more cognitive argument for early second language learning in terms of Piagetian stages of intellectual growth has been advanced by Krashen (1975) and Rosansky (1975). Acc-

ording to this point of view, the critical period of language development first and second, ends with the end of the period of 'concrete operations' i.e., when the stage of 'formal operations' begins. In other words, adolescent abstract thinking precludes 'natural' language learning. Several of the other arguments for early learning have been placed into the context of early child development by Andersson (1973), one of the principal and most consistent American advocates of early language learning (e.g. Andersson, 1953, 1969).

Against these and other claims in favour of early second language learning, there has been a constant stream of theoretical writings and some research evidence denying the specific advantages of the early years and advancing the claim that adults, too, can be effective language learners: e.g. Asher and Price (1967), Ausubel (1964), (Burstall (1975b), Politzer and Weiss (1969). Smythe, Stennet and Gardner (1975), Thorndike et al (1928). and van Parreren (1976). Macnamara (1973) has argued that children ^{learn} more and faster because they have more opportunities for language learning than adults; if an adult of forty was freed of the preoccupations of work and supplied with a companion who devoted much time and energy to helping him to learn the language, that adult would learn as well as a young child from its mother. The NFER report (Burstall et al, 1974) reviewed the arguments favouring adults, and used the evidence of the British Primary French Scheme to support the view that greater cognitive maturity and learning experience are assets favouring the older learner. Others have challenged specific claims for early learning. For example, the argument based on the time-table of cortical lateralization has been critized by Krashen (1973); even the widely accepted advantage of younger learners in acquiring foreign language pronunciation has not gone unquestioned (Olson and Samuels, 1974).

To end these arguments and counterarguments, it is probably best to assume that no overall optimal age, operative for all conditions and all aspects of language learning can be conclusively determined (Jakobovits, 1970; Stern, 1976b). Once the first language has been established, all age levels face similar second

language learning tasks and difficulties, and are likely to go through similar stages of second language acquisition. Nevertheless, children and adults may differ developmentally in certain respects in their approach to second language learning, but age-specific characteristics are only beginning to be studied systematically (e.g. Asher, 1972; Fathman, 1975; Krashen, 1976; Krashen, et al, 1976). They can only be discovered by further observation and experiment and not by polemical arguments. More studies of the characteristics of different age levels of second language learning are needed. In the present climate of research, they are more likely than ever to be made (Brown, 1974, 1976).

In the present state of our knowledge, the practical implication of this discussion is that on psycholinguistic grounds alone, second language education could be placed anywhere in the curriculum. But "instruction at an early age is in itself no guarantee of success" (Stern et al, 1976).

Time Allowance and Time Distribution

Carroll's long-standing insistence on explaining attainment in a foreign language as "a matter of the amount of time spent in learning" (e.g. 1962, 1969, 1975) has been repeatedly confirmed in recent studies such as the NFER research (Burstall et al, 1974), the IEA French study (Carroll, 1975) and particularly in the Canadian studies (Stern et al, 1976; Stern 1976c) where time variations, ranging from twenty minutes per day to the whole school day in a foreign language have been investigated and have amply confirmed Carroll's thesis. If the language educator accepts the lessons of these recent investigations, he will consider the level of language achievement to be reached at a given stage of education, e.g., the CSE, or the GCE 'O' or 'A' level in Britain, or the European 'Threshold level' (van Ek, 1975) and estimate how much time is needed by the majority of students to reach this level. In view of this argument, the NFER report may be right in concluding that there is no overwhelming reason for starting French as a second language below eleven-plus, if a satisfactory level can be reached without ex-

tending the total time allowance.

Besides the total amount of time allowed for language learning, another time aspect to bear in mind is its distribution. The Canadian experience suggests that a principle advocated and practised since the sixties, i.e., to make available from the early years of schooling small amounts of daily time for language learning is not as effective as a more concentrated effort (Stern, 1976c; Stern et al, 1976). Making more time available as is done in 'immersion' programmes, particularly in 'early immersion' (e.g. Lambert and Tucker, 1972; Stern et al, 1976; Swain and Barik, 1976), can lead within two or three years to a level of language performance surpassing traditional expectations of language instruction. Even in these programmes, phenomena such as an 'immersion class dialect' (Selinker, Swain and Dumas, 1975; Swain and Bruck, 1976) and backsliding have been observed. These and other problems of second language maintenance and development are now receiving attention (Spilka, 1976).

An appropriate time allowance and distribution cannot be determined a priori. It is a matter of trial-and-error accompanied by systematic evaluation in relation to stated objectives. But very small amounts of time, e.g. 15 or 20 minutes a day over several years, appear to be less productive and more difficult to organize than a more concentrated effort.

Language Pedagogy

Experience in the teaching of languages to young children is now available internationally over the whole range of pre-secondary education. The presence of languages other than the mother tongue is no longer regarded as an anomaly or as an out-of-the-way experiment. While second language learning in primary education has not become accepted as part of normal literacy, as was proposed in the First Hamburg Report (Stern, 1967), it is accepted as a practical educational possibility.

If we compare the teaching of foreign languages to younger children with the teaching of other primary subjects such as reading or mathematics, it is worth pointing out that although these subjects have been in the field much longer, they have by no means solved all their problems. It is not surprising to find that in the brief span of second language teaching to younger children, this new area in the primary curriculum has also encountered problems and difficulties. Defenders and critics of early language teaching have noted a number of these, and there is little argument about what they may be: inadequate teacher preparation, lack of co-ordination between primary and secondary language teaching, inadequate integration of the language courses into the existing curriculum, insufficiently differentiated stages of language curriculum development, doctrinaire and limited methods, and unsatisfactory materials, (Council of Europe, 1974, 1977; Buckby, 1976; Burstall et al, 1974; Stern, 1966, 1972, 1976b). None of these difficulties are such that they could not be remedied by appropriate measures. Moreover, the difficulties in providing second language instruction for younger children are no greater than those encountered in teaching languages to adolescents or adults.

Practical guidance is available in several useful works on language pedagogy for younger children (e.g. Donoghue, 1968; Finocchiaro, 1964; Gompf, 1975; Titone, 1972). A wide variety of curriculum materials incorporating valuable techniques for teaching younger children, particularly in English, French and Spanish, have been, and continue to be developed (e.g. Beile and Rutherford, 1975; Hawkes, 1974; Jenks, 1975; Weinrib, 1976; Wright and Betteridge, 1976). Somewhat spurious theories about language and language learning which in the sixties had imposed rigidity on the methodology of language teaching at the primary stage are being revised. In particular, the strict separation of skills, and the tabooing of reading and writing in the early stages of language learning are being re-examined. The methodological starkness of many language teaching programmes produced under the influence of the audiolingual or audiovisual methods with a near exclusive

emphasis on dialogue learning, repetition, and structure drill is being modified. A more flexible and intellectually more challenging approach, allowing for individual learner characteristics and interests, is gaining momentum (Council of Europe, 1977; Stern, 1976a). Particularly promising for the development of language pedagogy at this level have been teaching experiments in which language learning has been associated with functional use, as in North American bilingual education programmes (Stern, 1976c). While such bilingual education may not have universal application, it provides an important methodological lesson for language teaching to younger children, namely that "a student can more effectively acquire a language when its learning becomes incidental to the task of communicating with someone about an inherently interesting topic" (Tucker, 1976).

In line with this trend of thought, the Copenhagen Symposium (Council of Europe, 1977) has recommended teacher exchanges, and visits to classes by children and adults who are native speakers of the target language. Current experience suggests that younger children are particularly responsive to informal opportunities for language acquisition. This is not to imply that older learners could not benefit from informal contacts nor that formal classroom teaching does not make a contribution to the younger learners. All language learning probably needs both: opportunities for formal classroom instruction and informal acquisition through use of the second language (Krashen, 1976; Stern 1973b), but the optimal balance between the two types of input may be different for younger and older learners and may vary in different environments.

Educational Goals

Ultimately, the decision on the stage of education at which to introduce a second language is an educational, cultural and political one. There may be no overpowering reason in the biology of child development in favour of teaching languages to younger children. But there are no overpowering reasons against it

either. It is a question, then, for the community and the school to ask whether or not they want the education of young children to be 'ethnocentric' and 'linguocentric'.

In parts at least, this decision must be based on a sociolinguistic analysis of the society that wishes to plan its language education policy on rational grounds. An understanding of the role of a second language in a community, and an appreciation of its educational and cultural value are perhaps more important than the search for a psychologically or biologically optimal age. Unfortunately, hardly any studies of this nature have so far been made in association with early language teaching experiments.

In considering the place of a foreign language in the education of young children, it should further be borne in mind that a unilingual upbringing and education is not more 'natural' than a multilingual one; the emphasis on the vernacular as the sole medium of education is, after all, an artifact of the nineteenth century nation-state. In most countries, ethnic pluralism and linguistic contact are the rule and not the exception (e.g., Perren, 1976; Porsché, 1975; Stern, 1973c). It can be argued therefore that language education as well as other parts of the primary curriculum, e.g., social studies, should reflect this reality. There are many ways in which children could be sensitized to the existence of other languages, ranging from a simple language awareness programme, such as was recently proposed at the Copenhagen Symposium (Council of Europe, 1977), to the total immersion in the second language exemplified by the experimental programmes in some Canadian schools.

5. CONCLUSION

Although a much more circumspect attitude toward languages for younger children has been expressed everywhere, there is considerable reluctance among those

involved in these pioneer efforts to view language teaching for younger children as a failure and to abandon it. A more realistic appreciation of the contribution of second language learning to the language education of young children has been observed and a recognition of the need to spell out more precisely "the conditions for success" (Council of Europe, 1977).

The guiding principle based on the considerations identified in this paper is to recognize that a language can be taught from any age upwards. Once this has been accepted, the decision at what stage in the educational process to introduce a foreign language can be governed by three criteria: a) the estimated time necessary to reach a desired level of language proficiency by a specified stage in the school career of the majority of learners; b) the educational value attributed to learning foreign languages at a given stage of the curriculum; and c) the human and material resources required to develop and maintain an educationally sound and successful foreign language program.

OPTIONS

The needs of our own students, circumstances affecting Core French in the province and Ministry directions and priorities make it appropriate for the trustees of the Board of Education for the City of Hamilton to consider at least four options at this time:

OPTION 1

Maintain the status quo; that is, 20 minutes of daily Core French instruction in grades 6, 7 and 8.

OPTION 2

Increase the amount of instructional time to 40 minutes daily in grades 7 and 8, commencing in September 1985 with grade 7

OPTION 3

Effective September 1985 start the Core French program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

OPTION 4

Combine Options 2 and 3 above.

Administration recommends Option 3.

1986-1987

administrative report

#6

MONTH- October, 1986

TOPIC- CORE FRENCH - INCREASED INSTRUCTIONAL TIME

CONTACT- Mr. John Hill, Supervisor
Curriculum and Instruction (Languages)

RESOLUTION- ADOPTED

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
Serving Today - Building Tomorrow

Chairman and Members
Education Management Committee
Hamilton Board of Education

PAGE 62.

Ladies and Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM
INCREASED INSTRUCTIONAL TIME

BACKGROUND

Policy Memorandum No. 58 of the Ontario Ministry of Education (see Appendix A), issued on June 2, 1986, established the following requirement for all Core French programs in the province:

"As of September, 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8."

By Ministry definition, students in a Core French program study the French language for a minimum of 20 minutes per day up to a maximum of 40 minutes per day.

20 minutes/day = 60 hours/year 40 minutes/day = 120 hours/year

The Ministry requirement for students who start their Core French sequence in Grade 4 in September, 1987, is clear. These students are to receive 40 minutes of French instruction per day.

grade 4:	40 min./day	=	120 hrs./yr.
grade 5:	40 min./day	=	120 hrs./yr.
grade 6:	40 min./day	=	120 hrs./yr.
grade 7:	40 min./day	=	120 hrs./yr.
grade 8:	40 min./day	=	120 hrs./yr.
			<u>600 hrs.</u>

Hamilton's Core French program was expanded in September, 1985, to start in Grade 4 at 30 minutes per day. The instructional period increased to 40 minutes per day in Grade 5 in September, 1986, and will continue at 40 minutes per day (phasing out the 20 minute program in Grades 6, 7, 8) one year at a time. When fully implemented, this sequence will allow students to accumulate 570 hours by the end of Grade 8, 30 hours under the new Ministry requirement.

2.
As a result, a recommendation was brought to the Education Management Committee on July 14, 1986, to increase the daily instructional period for Grade 4 Core French from 30 minutes to 40 minutes, effective September, 1987.

PAGE 63.

The members of EMC voted to refer the recommendation to the October meeting with a request that officials look at additional patterns for achieving the required 600 hours.

CORE FRENCH PROGRAMS IN
OTHER BOARDS

Golden Horseshoe

The following sequences are either in place now or will commence in September, 1987:

<u>Board</u>	<u>Starting Grade</u>	<u>Length of Period</u>
Niagara South	Grade 4	40 min./day
Lincoln County	Grade 4	40 min./day
Wentworth Cty	Grade 4	40 min./day
H.W.R.C.S.S.B.	Grade 4	40 min./day
Halton County	Grade 4	40 min./day
Peel County	Grade 4	40 min./day
Waterloo Cty	Grade 4	40 min./day
Wellington Cty	Grade 4	40 min./day

Central Ontario

The following statistics were supplied by Mrs. Helen Mitchell, Education Officer with the Ontario Ministry of Education:

<u>Starting Grade</u>	<u>1984-85</u>	<u>1985-86</u>
(Note: Some boards have more than one starting point)		
JK	2 boards	2 boards
SK	3 boards	3 boards
Gr. 1	10 boards	10 boards
Gr. 2	0	0
Gr. 3	7 boards	7 boards
Gr. 4	15 boards	16 boards
Gr. 5	4 boards	4 boards
Gr. 6	7 boards	3 boards

Metro Toronto and beyond

<u>Board</u>	<u>Starting Grade</u>	<u>Length of Period</u>
Toronto	Grade 4	40 min./day
Scarborough	Grade 4	40 min./day (likely to be recommended)
North York	Grade 3	20 min./day (same in Gr.4, 40 min. periods start in Gr.5)
York	Grade 1	40 min./day
London	Grade 4	40 min./day
Carleton	SK	20 min./day
	Grade 1	40 min./day

RESEARCH RE:
OPTIMAL AGE
FOR STARTING
CORE FRENCH

Research regarding an optimal age for starting Core French instruction is inconclusive. The neurological argument of Penfield and Lenneberg that second-language instruction should start in the primary grades has largely evaporated.¹ However, there is some evidence that younger children are socially more receptive to second-language involvement.² There is also strong support for the position that more time spent studying a second language increases the probability of greater achievement and sophistication in the language.² At the same time, research indicates that in many key respects the very young child is neither as efficient nor as successful in learning a second language as the older individual.¹

1. The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and University of Western Ontario, 1975 *
2. The York Region Core French Evaluation Project, O.I.S.E., 1983 *

PHILOSOPHY, PRACTICALITY
AND EXPERIENCE

Before the recommendation was made to the Board to start Core French in Grade 4 effective September, 1985, other possible starting points and period lengths were investigated and rejected by staff - Grade 5, Grade 3, Grade 2, Grade 1 and Senior Kindergarten.

*Total text available from the Language Department upon request.

There is strong agreement among the Supervisor of Primary/Junior Education, the consultants in the primary and junior divisions, and the Supervisor of Languages that the primary curriculum should not be further fragmented by the introduction of a short period of Core French instruction each day.

PAGE 65.

The Ministry guideline for Core French programs dictates a balanced-skills approach for all divisions. Listening, speaking, reading and writing are to be developed concurrently. (A videotape to be used at the EMC meeting will demonstrate current classroom methods and the components of a 40-minute instructional period.) A period of 20 minutes was appropriate in the past when Core French objectives were based primarily upon the development of listening and speaking skills. More time per day is required to develop integrated reading and writing skills. Naturally the pace, structure and content of a 30 or 40-minute period in the junior division must respect the needs and attention span of the children.

Our present Core French learning materials for the junior division are based upon the 'immersion principle', i.e. a communicative approach incorporating concepts and subject content familiar to students from their studies in the primary and junior years. Our experience locally in implementing an expanded Core French program starting in Grade 4 has been very positive. This success is due to the strength of our teaching staff and to a large extent upon the learning materials being used. These materials are new and are designed to integrate the Core French experience with the total curriculum.

It is important to note that for Core French programs the learning materials listed in Circular 14 may or may not be used depending upon the accumulated hours of instruction. (See Appendix B). If the Board were to decide to implement Core French early in the primary division, we would have to choose different materials suitable for younger children. Once these children

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Appendix 1: Grade 3 - 1st Quarter

This appendix contains the
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Appendix 2: Grade 4 - 1st Quarter

This appendix contains the
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Appendix 3: Grade 5 - 1st Quarter

This appendix contains the
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Appendix 4: Grade 6 - 1st Quarter

This appendix contains the
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Appendix 5: Grade 7 - 1st Quarter

Grade 7:
Grade 8:
Grade 9:
Total:

Appendix 6: Grade 10 - 1st Quarter

- 10 students per class in Grade 10 and
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- 10 students per class in Grade 11 and
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entered the junior division, we would have to abandon the use of our present excellent materials because of the total hours of instruction accumulated in the primary division. As well, we would be establishing a third Core French sequence requiring curriculum change every year in subsequent grades. PAGE 66.

Sequence 1: Grades 6 - 13 (OAC)

This sequence started in September, 1980, and will be fully implemented in 1988.

Sequence 2: Grades 4 - OAC

This sequence started in September, 1985. Grade-by-grade changes will be required each year until fully implemented in 1994-95.

Sequence 3: Early primary grades - OAC

This sequence would change sequence 2 completely once the students entered grade 4. Grade-by-grade changes in materials would be required each year thereafter.

OPTIONS AND COMMENTS

Based upon the preceding points, the following options appeared to be the most reasonable for consideration in determining a sequence totalling at least 600 hours by the end of Grade 8:

Option 1

Grade 3:	20 min./day
Grade 4:	30 min./day
Grade 5-8:	40 min./day
<u>Total elementary sequence = 630 hrs.</u>	

Comments

- 20 minutes per day in Grade 3 are insufficient to implement a well-balanced 4-skill approach which is communicative in nature, based upon "hands-on" activities and integrated with the subject content of the rest of the curriculum.
- In 1986-87 approximately one-third of all grade 3 and 4 classes are double grades. Timetabling to accommodate itinerant Phys. Ed., itinerant Music, recess, learning resource

teachers, teacher release time and various lengths of Core French instruction would be difficult and would create a very confused environment and program for children.

Option 2

Grade 3: 30 min./day
 Grade 4: 30 min./day
Grades 5-8: 40 min./day
 Total elementary sequence = 660 hrs.

Comments

- 30 minutes per day in Grades 3 and 4 provide a minimally adequate amount of time to implement the Core French Program.
- Current Grade 4 materials could be considered for use in Grade 3, but the Board would have to duplicate its purchase of textbooks and materials in grade 3 and in every year thereafter since a 'double cohort' would be established.
- The difficulties of timetabling and the complexities of programming would fragment the school day as with Option 1. This is particularly true of double grades.

Option 3

Grades 4-8: 40 min./day
 Total elementary sequence = 600 hrs.

Comments

- 40 minutes per day are most appropriate to the nature and demands of the program.
- A period of 40 minutes per day is consistent with the goals of the Ministry of Education and with the sequences established by a majority of neighbouring Boards.
- This option is cost-efficient in terms of course materials. Existing materials need not be replaced nor augmented.

C: Long Range Financial Impact
Grants Based on Accumulated Hours of Instruction

OPTION I					OPTION II					OPTION III				
GR	Hours Per Year of French	TOTAL ACC Hrs Year	Per Pupil Base Grant		GR	Hours Per Year of French	TOTAL ACC Hrs Year	Per Pupil Base Grant		GR	Hours Per Year of French	TOTAL ACC Hrs Year	Per Pupil Base Grant	
3	60	0	\$113		3	90	0	\$113		3	0	0	0	0
4	90	60	\$113		4	90	90	\$113		4	120	0	\$113	
5	120	150	\$168		5	120	180	\$168		5	120	120	\$168	
6	120	270	\$168		6	120	300	\$168		6	120	240	\$168	
7	120	390	\$232		7	120	420	\$232		7	120	360	\$232	
8	120	510	\$232		8	120	540	\$232		8	120	480	\$232	
TOTAL	630				TOTAL	660				TOTAL	600			

NOTES

- (1) Per Pupil Base Grant must be adjusted by multiplying by the H.B.E. grant weighting factor of .64. Amounts shown here are 1986 dollar values.
- (2) There is no change in the per pupil grant allowances for grades 5 to 8 resulting from choosing any one of the above plans in preference to the other two.

Research Services Department
Hamilton Board of Education
September 15, 1986.

Recommendation:

When all of the preceding factors are taken into account, it is recommended:

That effective September, 1987, the Core French program in Grade 4 be increased from 30 to 40 minutes of daily instruction.

Prepared by:

John C. Hill,
Supervisor of Curriculum & Instruction
(Languages)

Owen Jackson, Supervisor, Research Services

Submitted by:

C. G. W. McKague,
Superintendent of Curriculum & Special Services

Approved by:

A. J. Krever,
Director of Education

1987 05 21

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: FRENCH AS A SECOND LANGUAGE

By Board motion, directions in French as a second language programming within this board are being reviewed.

In order to assist trustees in their deliberations, the attached reports are presented as information:

1. Ministry Directions In French As A Second Language
 - (a) Ontario's F.S.L. Programs
 - ✓(b) Policy/Program Memo 58 - Ontario Ministry of Education
2. French As A Second Language Programs In Ontario
 - (a) Golden Horseshoe
 - (b) Other Boards Providing Core French In The Primary Division
3. Hamilton's Core French Program
 - (a) Elementary
 - (b) Secondary
4. Hamilton's French Immersion Program
 - (a) Ministry Goal
 - (b) Sequence
 - (c) Locations & Enrolments
 - (d) An Evaluation of... Report #193
1985-86 - Research Services Department
- ✓5. Points To Be Considered

Prepared by: J. Hill, Supervisor of Languages
O. Jackson, Research Supervisor
C. G. W. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg



Ontario

Ministry
of
Education

Issued under the authority
of the Deputy Minister
of Education

Policy/Program
Memorandum
No. 58

PAGE 71.

Date of Issue: June 2, 1986

Effective: Until revoked
or modified

Subject: ELEMENTARY SCHOOL CORE FRENCH PROGRAMS

Application: Regional Directors
Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 17, revised 1982.

Since 1966, when Ontario's first guideline for elementary school French was published, each school board has largely determined the extent of its own Core French program. As a result, the opportunity to study French as a subject is not the same for students across the province. In some cases, special provision has to be made for students who are transferring from one board to another to enable them to complete a Core French program.

The Ministry of Education has recommended since 1977 that Core French programs begin not later than Grade 4 and provide a total of 600 hours of French instruction by the end of Grade 8. These programs have been encouraged through special grants. Enrolment in French has increased to the point where, in the current school year, almost 90 per cent of Ontario students in publicly supported schools are studying French by Grade 4.

In 1984, 99 per cent of students in Grades 7 and 8 were receiving French instruction under the jurisdiction of their school boards. At that time, the Ministry of Education established the requirement in Ontario Schools, Intermediate and Senior Divisions that pupils in these grades study French.

Local support for Core French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Exceptions might include the few individuals whose interests, in the opinion of their parents or guardians (after consultation with the principal), are best served by exemption from the program.



The decision to introduce Core French programs before Grade 4 remains with the local school board.

PAGE 72.

This policy will give Ontario students in English-language schools the opportunity to develop a basic command of French, which can be expanded through further study or through contact with French-speaking people.

5. POINTS TO BE CONSIDERED

1. The current plans for Core French and French Immersion in Hamilton are in keeping with Ministry goals and meet all Ministry requirements.
2. The Ministry of Education has no plans to mandate Core French in the primary division.
3. The provincial review of French Immersion programs is still in progress. The first results will likely be available in October, 1987.

Report to Board.

1987 09 01

To The Chairman and Members
The Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: FEASIBILITY OF INTRODUCTION OF CORE FRENCH IN
EARLIER (PRIMARY) GRADES

At the June, 1987 meeting, members of the Education Management Committee requested a report from the officials on the feasibility of the introduction of core French in earlier grades.

The following is a brief summary of current information research and points of view:

1. According to research, what is the optimum grade to begin core French instruction?

We quote from a study for the Wellington County Board of Education in 1985 by Philip Nagy and Roslyn Klaiman, D.I.S.E.:

"The impression that children learn language more efficiently in the primary grades than in later grades is largely unsupported in the literature.

The advantages we see for starting core in grade 1 are:

- . TOTAL ACCUMULATED HOURS. The main determinant of final skill level is total time accumulated. The advantage is not in capturing the best years for language learning, but in accumulating more hours more quickly.
- . WIDESPREAD SUPPORT IN THE COMMUNITY. A start in kindergarten or grade 1 is favoured by 75% of immersion parents, 50% of English program parents, 80% of French teachers, 66% of non-French teachers, and 70% of principals (NOTE: These are Wellington County statistics).
- . ATTITUDE DEVELOPMENT. There is evidence that better attitudes to learning French result from an earlier start.
- . PROBLEMS OF ADOLESCENCE. A stronger skills base can be built before the self-conscious years of early adolescence, at which time many students are reluctant to demonstrate their oral skills in front of the class.
- . FINANCIAL ADVANTAGES. The Ministry grant structure based on accumulated hours encourages an early start to core French (NOTE: Hamilton's grant rate will differ from that of Wellington County).

- 2 -

Some of those opposed to primary French argue that there is no room in a crowded curriculum. There is ample evidence, in fact, that one can expect considerable transfer of skills from a well designed core French program to English. There is also considerable support for the idea of incorporating French teaching into other subjects; music is the example which comes most readily to mind. About two-thirds of the teachers support oral and conversational methods for teaching core, including half the non-French teachers. An additional one-sixth support immersion methods -- "Sesame Street style" -- to teach core, although this group did not include any non-French teachers. Thus, we suggest that time spent on French should not be regarded as time lost to all other subjects.

2. What Southern Ontario boards include in their programs core French in the primary division?

Starting Grade

Brant County	Grade 1	20 min/day
York County	Grade 1	40 min/day
City of York	Grade 3	20 min/day
Victoria County	Grade 1	20 min/day
Metro Sep.	Grade 1	20 min/day
North York	Grade 3	20 min/day
Bruce-Grey RC	JK	20 min/day
Gray County	Grade 1	20 min/day
Carleton	SK	20 min/day
"	Grade 1	40 min/day
Ottawa	SK	30 min/day
"	Grade 1	40 min/day
Stormont-Dundas-		
Glengarry	Grade 2	40 min/day
Stormont-Dundas-		
Glengarry RC	SK	40 min/day

3. What points of view do the Supervisors of Primary-Junior Education and Languages have?

The elementary Core French program in Hamilton was expanded in September, 1985 in keeping with ministry goals and policy - 40 minutes of daily instruction beginning in Grade 4 (Policy/Program Memoranda No. 17 and No. 58). The expanded program includes Grade 6 this September and will be fully implemented at the elementary level (Grades 4-8) by September, 1989.

Aside from ministry policy, there are several reasons why Grade 4 was suggested as the appropriate starting point for the Core French program:

- Students at the beginning of the junior division have developed skills in their first language which allow them to use reading and writing to reinforce their listening comprehension and speaking ability. Children retain what they have learned in a second language much more readily with reading and writing as support skills.

- 3 -

- Learning in the primary division is largely "experiential", requiring large blocks of time. The primary teacher has difficulty scheduling the many activities that the curriculum presently demands without adding another component to fragment an overcrowded day. While learning by doing can be provided in immersion settings, it is not a reasonable expectation in a short Core French period.
- The content of the junior division curriculum allows meaningful integration of Core French with many areas of study.

Research regarding an optimal age to start second language study (i.e. Core French) is inconclusive.¹ If the trustees wish to consider further expansion of the Core French program at this time, they may wish to have a needs assessment conducted with input from the community which the Board serves and from all interested parties. This would lead to a decision in keeping with the conclusions of the 1977 report by H.H. Stern and A. Weinrib (O.I.S.E.): Foreign Language for Younger Children - Trends and Assessment:

"The guiding principle based on the considerations identified in this paper is to recognize that a language can be taught from any age upwards. Once this has been accepted, the decision at what stage in the educational process to introduce a foreign language can be governed by three criteria: a) the estimated time necessary to reach a desired level of language proficiency by a specified stage in the school career of the majority of learners; b) the educational value attributed to learning foreign languages at a given stage of the curriculum; and c) the human and material resources required to develop and maintain an educationally sound and successful foreign language program."

4. What is the Ministry's position on core French instruction in the primary division?

The Ministry has recommended since 1977 that core French programs begin not later than Grade 4. The decision to introduce core French before Grade 4 remains with the local school board.

As of September, 1987, instruction in core French beginning in Grade 4 has been mandated by the Ministry. The Ministry has stated that it has no plans to mandate an earlier start.

¹The Best Age for Foreign-Language Training, Smythe, Stennett and Gardner, London Board of Education and the University of Western Ontario.

Issues in Early Core French, H. H. Stern, O.I.S.E., 1982

The York Region Core French Evaluation Project, O.I.S.E., 1983

- 4 -

5. What is the approximate cost per grade to introduce core French system-wide?
Cost of Teachers:

On average, there are 101 classes in each of the 3 primary grades. September, 1988 will show no appreciable change in that number. The charts below outline calculations used to arrive at the number of additional staff and the costs involved if core French were introduced into one primary grade system-wide.

a) 20 minutes of daily instruction

$101 \times 20 = 2020$ minutes per day

Teachers @ 250 minutes instructional assignment per day:

$\frac{2020}{250} = 8.08$ teachers which translates into \$350,000 annually
 in salaries and benefits of which \$190,000 would be
 received by the Board in grants

b) 40 minutes of daily instruction

$101 \times 40 = 4040$ minutes per day

Teachers @ 250 minutes instructional assignment per day:

$\frac{4040}{250} = 16.16$ teachers which translates into \$700,000 annually
 in salaries and benefits of which \$190,000 would be
 received by the Board in grants.

Subsequent years' grants will be affected by the rate of accumulated hours of instruction.

Cost of Learning Materials:

1. Students in the primary division develop listening and speaking skills in Core French with limited and graduated development of reading and writing skills. As a result, the learning materials listed in Circular 14 often appear in the form of "kits" rather than as student texts and workbooks.

If the Hamilton Board of Education were to start Core French in Grade 1, the Language Department would likely recommend at least one kit per school. A kit costs approximately \$560.00. For 58 schools this would cost \$32,480.00 per grade.

2. If Core French were to start in Grade 1, students would accumulate background instructional hours which would require program and text-book changes, one year at a time, from grade 4 to the end of the DAC.

- 5 -

6. What are other implications of core French instruction in earlier grades?

There is no question that the introduction of core French in earlier grades is feasible; the real question is: "Should it be done?"

Ideally, a room or rooms should be available in each school for core French instruction. Accommodation must be a consideration.

ADMINISTRATION RESPECTFULLY REQUESTS FURTHER DIRECTION ON THE EXPECTED SCOPE OF THIS FEASIBILITY STUDY.

Prepared by: Barbara Howard, Supervision of Primary/Junior
John Hill, Languages Supervisor
C. G. W. McKague, Superintendent of Curriculum
& Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum
& Special Services

Approved by: A. J. Krever, Director of Education

/md

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

- (a) That the seven teachers supervising the trip of Grade 9-13 students from Barton and Hill Park to Quebec City, Quebec, 1988 05 04-07 approved at the November meeting each receive \$120 for their expenses.
- (b) That the following trip requests be approved:
 - (i) Barton/Hill Park, Grades 9-13, Orillia (National Music Camp), 1988 05 25-29 (Wednesday to Sunday)
 - (ii) Hill Park, Grades 10-13, London, England, 1989 03 16-26 (Thursday to Sunday)
 - (iii) Sir Winston Churchill, Special Needs Students, Valens Conservation, 1988 05 19-20 (Thursday to Friday)
 - (iv) Westmount, Grades 11-12, Outdoor Education, Algonquin Park, 1988 05 12-15 (Thursday to Sunday)
 - (v) Westmount, Grades 11-12, Outdoor Education, Algonquin Park, 1988 05 19-22 (Thursday to Sunday)
 - (vi) C. B. Stirling, Grade 6, Outdoor Education, Camp Wanakita, 1988 06 12-15 (Sunday to Wednesday)
 - (vii) Lynwood Hall Childrens Centre, Outdoor Education, Rockwood Conservation Area, 1988 06 01-03 (Wednesday to Friday)
 - (viii) Vincent Massey, Sr. T. R., Outdoor Education, Valens Conservation Area, 1988 06 06-07 (Monday to Tuesday)
 - (ix) Vincent Massey, Sr. T. R., Outdoor Education, Valens Conservation Area, 1988 06 09-10 (Thursday to Friday)

Respectfully submitted,

A. J. Krever,
Director of Education
and Secretary.



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